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ABSTRACT

Third-party evaluation of the Wisconsin Career Education Consortium (WCEC) was conducted over two years, utilizing a time series evaluation design established in 1975. On-site interviews, surveys, and tests were used to collect data from students, teachers, counselors, parents, and administrators. The WCEC was effective in disseminating career education information, assistance, and products. Recipients of the newsletter, demonstration kits, and the assessment/evaluation (AE) kit gave them a positive evaluation. The seven consortium members had specific objectives which were primarily achieved. For instance, Eau Claire funded mini-projects that significantly impacted on the staff/students, and Kimberly extensively used resource centers and worked to improve community involvement in their program. Madison, Oregon, Shawano, Sheboygan, and Watertown also had effective program elements. Learner outcomes assessment revealed significantly higher attitudes toward work scores formed in the ninth grade and some significant increases in occupational knowledge. The third-party evaluators recommend that WCEC formalize a planned in-service program transportable to various school systems. (CSS)

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Final Evaluation Report

for

Wisconsin K-12 Career Education Consortium

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from

Third Party Evaluators

by

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July, 1977

Final Evaluation Report for
Wisconsin K-12 Career Education Consortium

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Summary

During the past two years, the Center for Vocational, Technical and Adult Education has conducted the third party evaluation of the Wisconsin Career Education Consortium. A time series evaluation design was established in 1975. On-site interviews, surveys and tests were used to collect data from students, teachers, counselors, parents and administrators. Materials developed by the consortium members were also reviewed and users were asked to react to them.

The WCEC was effective in disseminating career education information, assistance and products. Recipients of the project's newsletter, demonstration kits, and the A-E kit gave them a positive evaluation and indicated that these had been helpful. Partner schools were identified by each of the WCEC schools in 1976-77. Staff in the partner schools reported that their participation with the WCEC had been helpful in establishing their needs and initiating planning.

Each of the LEA's had specific objectives. For the most part these were achieved. Some of the major approaches and accomplishments follow. Eau Claire used a major portion of its budget for a series of mini projects which had significant impacts on the staff and students involved. Kimberly made extensive use of resource centers and worked to improve involvement of the community in their career education program. The Business/Industry/Education Committee in Madison continued its productive work in bringing business and industry together with educators. Oregon used some creative techniques to involve parents and their children in career education. One was a swap day when parents attended school and their children went to the parents' job.

Shawano showed leadership in using follow-up study data in evaluating their school programs and identifying recommendations for change. Effective career education experiences in business and industry for students and teachers were developed by Sheboygan. Sheboygan also worked extensively with its partner school in planning and conducting a needs assessment. Watertown completed an effective workshop which involved teachers and counselors in a variety of experiences in business and industry.

Assessment of learner outcomes revealed some significant changes during the past two years and some interesting trends. Significantly higher attitudes toward work scores were formed in 1976-77 at the ninth grade level. Some significant increases in knowledge of occupations were observed at the ninth grade level. Elementary students tended to have higher self perception scores in 1976-77, however, the changes were not statistically significant. Students indicated a need for more information and assistance with career decision making.

During this project year the Consortium refined and used the Assessment and Evaluation Kit designed during the first year. Utilization of the Kit by Consortium members, partner schools and educators who had requested copies revealed that the kit was functional and provided relevant data and directions. The Consortium has made a significant contribution in the development of the A-E Kit.

The WCEC provided leadership for career education in Wisconsin. SEA and consortium staff made a number of presentations, responded to requests for specific assistance made by local schools and provided continuous assistance for their partner schools. The third party evaluators recommend that the WCEC formalize this assistance in a planned in-service program which could be transported to a variety of school systems.

Final Evaluation Report
for
Wisconsin K-12 Career Education Consortium

Introduction

The data and decisions presented in this final report are based on on-site visits to each of the WCEC schools, continuous contact with the WCEC director and LEA directors, and a survey of a sample of teachers and students. This was the second year of the WCEC project and second year that the third party evaluation was conducted by the Center for Vocational, Technical and Adult Education. This provided an opportunity to use a time series evaluation design. Essentially, the same forms were used to collect data from teachers, counselors, and students as used during the prior year. Contrasts will be drawn between the post performance levels during the 1975-76 year and the 1976-77 year.

This year the Madison Public School System was selected to be a part of the national evaluation of career education. This involved considerable pre and post testing of students and surveys for teachers. Since the impacts of their career education activities would be thoroughly investigated, the third party evaluators did not collect data from teachers and students in Madison. A copy of the evaluation design for each of the participating school systems is given in Appendix A.

Results

9. Major Activities

a. Dissemination--Each of the objectives in this area is presented below along with the evaluation results.

1. Involve the Department of Public Instruction in publicizing the availability of consortium products.

The third party evaluators have reviewed the DPI newsletters and catalog of publications. The consortium products were listed in both the newsletter and the catalog.

It is the third party evaluator's judgement that this objective has been met.

2. Share assessment and evaluation instruments.

The assessment and evaluation kits were shared with the partner schools. In addition, the third party evaluators observed that the A & E Kit was available for review at the National Career Education Conference in Houston, Texas and state-wide conferences in Wisconsin. A review of the list of persons who had received the AE kit revealed more than 200 on the mailing list. The WCEC director has also informed the third party evaluators that requests continue to be received.

The third party evaluators conclude that this objective was met.

3. Share demonstration packages.

In April, 1977, the third party evaluators received a list of persons who had requested copies of the demonstration kits. A survey form was mailed to each of the persons on the list. (A copy of this survey form is reproduced in Appendix B.) Fifty-six responses were received from the 225 persons on the list for a 25 percent response rate. Some survey forms were still being received at the time this report was written.

Table 1 presents a summary of the grade levels at which the recipients worked, their positions, how the demonstration materials were used and the region in which they reside. The largest number of responses was received from persons who worked in grades 10, 11, and 12. Counselors was the single largest group responding with 25 percent of the surveys returned. The next largest group was teachers. The coordinators of high school vocational programs, LVECs, were the next most frequent group of respondents.

Of those responding, 27 percent indicated that they had not had an opportunity to use the demonstration materials. The most common use of the materials was to place them in a resource center where they could be used as references by staff. Almost as many, 20 percent, indicated that they had used the demonstration materials to obtain new ideas for learning activities. In general, the most frequent use of the demonstration kit materials was as an example or as a model for materials which were developed by the recipient. Five percent of the respondents indicated that they had used the materials received in their classrooms without modification.

Wisconsin had the largest group of respondents (N = 21). The next largest group of respondents came from states other than Wisconsin in USOE Region V. Responses were also received from USOE Regions I, III, VI, and VII.

Each of the respondents in the demonstration kit survey was asked to respond to a series of statements related to the quality, utilization, and usefulness of the demonstration kit materials. The responses to these statements are reproduced in Table 2. Only those

Table 1

WCEC Demonstration Kit Survey

		N	%
1.	Level at which you work:		
(1)	Grades K-3	12	12
(2)	Grades 4-6	12	12
(3)	Grades 6-8	16	16
(4)	Grades 7-9	20	21
(5)	Grades 10-12	25	26
(6)	Grades 13-14 (post high school)	0	0
(7)	College	1	1
(8)	Other	11	11
2.	Your position:		
(1)	Teacher	10	18
(2)	Administrator	7	13
(3)	Counselor	14	25
(4)	LVEC	9	16
(5)	Supervisor of Curriculum	2	4
(6)	Local Coordinator of K-12 Career Ed.	4	9
(7)	Other	9	16
3.	How did you use the demonstration materials you received?		
(1)	Did not have an opportunity to use.	17	20
(2)	Did not use, materials did not fit our program.	6	7
(3)	Used as an example for teachers to review prior to developing their own materials.	9	11
(4)	Placed in our resource center to be used as reference for our teachers.	19	22
(5)	Used in my classroom.	4	5
(6)	Used as a model for materials I developed.	9	11
(7)	Used to obtain ideas for new learning activities.	17	20
(8)	Other	4	5

Table 2

Responses to the Demonstration Kit Survey

	Statement	Mean	SD
5.	The career education materials came in a form which made them easy to use.	4.15	.67
6.	The WCEC materials helped to develop our career education program.	4.35	1.02
7.	The WCEC materials were effective with our students.	4.69	1.26
8.	The WCEC materials gave us ideas for developing our own career education materials.	4.31	.97
9.	I had a hard time to duplicate extra copies of the WCEC career education materials.	3.65	2.08
10.	The WCEC materials required use of additional references which I did not have.	3.81	1.96
11.	The WCEC materials did not fit in our curriculum.	2.92	1.92
12.	More materials like these would be helpful.	4.42	.86
13.	The WCEC materials were of high quality.	4.38	.70
14.	The WCEC materials were creatively done.	4.31	.68
15.	The WCEC materials present several ideas which were new to me.	3.77	1.31
16.	The WCEC materials duplicated career education materials we already had.	2.88	1.51
17.	The WCEC career education materials helped to improve our career education program.	4.35	1.02

who had used the materials were asked to respond to this section. Of those responding to this section, a large majority felt that the career education materials came in a form which made them easy to use. Most of the respondents also felt that the WCEC materials helped in developing their career education program (Item 6). A majority of the respondents felt that the materials were creatively done (Item 14), presented new ideas (Item 15), and did not duplicate materials they already had (Item 16).

A large majority of the respondents felt that the WCEC career education materials had helped to improve their career education program (Item 17) and that more materials like those in the demonstration kit would be helpful (Item 12).

It is the judgment of the third party evaluators that this objective has been met. The demonstration kit materials have been shared upon request with educators in Wisconsin and the nation. As in many curriculum development situations, the most important impact appears to be the utilization of the demonstration kit materials as a model for locally developed career education materials. This is an important impact and product of this project. The availability of a model to use in developing materials can be a critical catalyst in initiating an effective career education program.

4. Share career education ideas, methods, and materials among consortium members and other schools.

Several methods were used by the consortium to disseminate career education ideas and materials during the 1976-77 year. One of the methods used was the consortium newsletter. In April, 1977,

all persons on the mailing list for the newsletter were sent a survey form to determine the utilization of the newsletter and reactions to its contents. (A copy of the survey instrument is included in Appendix B).

Table 3 reports the results of 291 responses to the survey.

Reactions to the newsletter were positive. Most took time to read the contents of at least selected articles. Slightly more than 70 percent reported that the newsletter usually or always had significant content for them and, a majority reported that they had used one or more of the ideas presented in the newsletter (Item 3). (See Table 3.)

Most reported that they shared the WCEC news with other staff members. The most frequent way of doing this was by circulating through the school mail (Items 5 & 6). Almost two-thirds of the respondents indicated that their awareness and understanding of career education had been enhanced as a result of reading the newsletter. Most also found the format and layout to be functional.

Consortium members made a variety of presentations at in-service sessions and conferences throughout the state. The third party evaluators evaluated a sample of these conferences. Tables 4, 5, and 6 report the evaluations for three of these conferences. The evaluation of the presentation at the Stout Guidance Conference is presented in Table 4. The Stout Guidance Conference attracts counselors, teachers and administrators from a wide variety of school systems in the Upper Midwest. The evaluation form was distributed at the end of the session. It was not possible to

Table 3

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM NEWS SURVEY

Questions	N=291	Responses N	Responses %
1. How much time do you usually spend reading WCEC News?			
1. Enough time to read everything thoroughly.		60	20
2. Time to read selected articles.		143	49
3. Just skim over the contents.		75	26
4. Have not usually taken time to read it.		9	3
2. Do you find the newsletter has significant content?			
1. Yes, always.		43	17
2. Yes, usually.		157	54
3. Yes, once in awhile.		64	22
4. No.		7	2
3. How many of the ideas or resources presented in the newsletter have you subsequently used in your school or classroom?			
1. 5 or more.		21	7
2. 2 to 4 ideas.		86	30
3. 1 idea.		27	9
4. None yet.		103	35
5. With whom do you share the WCEC News? (Check all that apply)			
1. administrators.		90	21
2. teachers.		120	29
3. counselors.		107	25
4. others (please specify)		43	10
5. not applicable, it is filed.		47	11
6. How do you share the WCEC News with the persons you noted above? (check all that apply)			
1. through discussion on a one-to-one basis.		86	22
2. faculty at departmental meetings.		36	9
3. circulate by school mail routing procedure.		147	38
4. posted on bulletin board.		32	8
5. other. (please specify)		20	5
6. not applicable, it is filed.		34	9

Table 3 (Continued)

Questions N=291	Responses N	Responses %
7. Has your awareness and understanding of career education been increased as a result of the WCEC News?		
1. Yes, a great deal.	35	12
2. Yes, somewhat.	159	54
3. No, I was already involved with career education.	81	27
4. No, I am not involved with career education.	7	2
8. How would you rate the usability (layout, quality of reproduction, ease of reading? of the WCEC News?		
1. very useable.	63	22
2. useable.	122	42
3. adequate.	85	29
4. needs improvement.	6	2
5. I have not read it.	5	2
9. What features not included in the WCEC News would you like to see in future issues?		

Table 3 (continued)

Reactions to the WCEC Newsletter

STATEMENTS	Responses	
	$\bar{x}$	S.D.
10. There is a real need for disseminating career education information between schools via a newsletter such as WCEC News.	1.72	0.76
11. The WCEC News has given me a broader perspective of career education on a national level as well as statewide and locally.	2.23	0.84
12. WCEC News has done a good job of informing me about what other teachers and schools are doing in career education.	2.02	0.70
13. WCEC News has been helpful in identifying resources and materials for instructional use.	2.31	0.78
14. The information in WCEC News is up-to-date and is written in an accurate and authoritative manner.	1.99	0.62
15. The WCEC News has presented several ideas that were new to me.	2.22	0.80
16. WCEC News is very valuable and should be continued.	1.97	0.90

Key = 1 = Strongly agree
2 = Agree
3 = Undecided
4 = Disagree
5 = Strongly Disagree

Table 3 (continued)

		N	%
17.	Your position in the school system:		
	1. teacher.	21	7
	2. administrator.	105	34
	3. counselor.	48	16
	4. LVEC	44	14
	5. Supervisor of Curriculum	13	4
	6. Local Coordinator of K-12 Career Ed.	21	7
	7. Other (please specify) _____	43	14
18.	Area of residence:		
	1. Wisconsin.	215	74
	2. USOE Region I (CT., ME., MA., NH., RI., VT.)	5	2
	3. USOE Region II (NY., NJ., PR., VI.)	1	0
	4. USOE Region III (DE., MD., PA., VA., WV., DC.)	6	2
	5. USOE Region IV (AL., FL., GA., KY., MS., NC., SC., TN.)	8	3
	6. USOE Region V (other than WI - IL., IN., MI., MN., OH.)	22	8
	7. USOE Region VI (AR., LA., NM., OK., TX.)	1	0
	8. USOE Region VII (IA., KS., MO., NB.)	3	1
	9. USOE Region VIII (CO., MT., ND., SD., UT., WY.)	7	2
	10. USOE Region IX (AZ., CA., HI., NV.,)	2	1
	11. USOE Region X (AK., ID., OR., WA.)	9	2

Table 4

Stout Guidance Conference

Number/Percent

2. The content of the presentation was:

2/22	extremely relevant
4/44	very relevant
3/33	somewhat relevant
0/0	of little relevance
0/0	not relevant at all
0/0	Omits

3. To what extent do you think the career education material presented will be useful in your classroom/school?

1/11	extremely useful
5/56	very useful
1/11	of some use
0/0	of little use
0/0	not useful at all
2/22	Omits

4. To what extent are you involved in career education?

2/22	very actively involved
1/11	actively involved
4/44	moderately involved
2/22	minimally involved
0/0	This presentation is my first encounter with career education.
0/0	Omits

6. Your position in the school system:

0/0	Teacher
1/11	Administrator
4/44	Counselor
0/0	Media Specialist
1/11	LVEC
2/22	Other
1/11	Omits

7. Grade levels with which you are involved:

0/0	K-3
1/11	4-6
2/22	7-9
2/22	10-12
2/22	13 and higher
2/22	Omits

collect completed forms from all of those in attendance. Some of those attending had commitments immediately following the WCEC presentation.

A majority of the respondents felt that the presentation at the Stout Guidance Conference was relevant to their needs and would be useful in their school system (Items 2 & 3). A majority of those who completed the forms reported that they were either minimally or moderately involved with career education (Item 4).

The Oshkosh Conference evaluation is reported in Table 5. This conference focuses on special education. The third party evaluators found a high level of interest in the career education session. Although the meeting room was a considerable distance from the central meeting rooms, there was not space for all of the people who would have liked to have attended. Most of the persons who completed the evaluation form felt that the presentation was relevant and presented some ideas which would be useful in their school (Items 2 & 3). Almost 80 percent of the respondents indicated that they were at least moderately involved with career education.

In May, 1977, the consortium members presented a special workshop for the consultants and supervisors at the Wisconsin Department of Public Instruction. This meeting was well attended by the WDPI staff even though it was a busy time of year. Reactions to the workshop were quite positive, 73 percent of those in attendance felt that the session was very relevant or extremely relevant. Almost all of the participants in the workshop reported that the career education materials presented would be of at least some use in their job. (See Table 6 for a summary of the responses).

Table 5

Oshkosh Special Education Conference

Number/Percent

2. The content of the presentation was:

1/4	extremely relevant
13/54	very relevant
7/29	somewhat relevant
0/0	of little relevance
1/4	not relevant at all
2/8	Omits

3. To what extent do you think the career education material presented will be useful in your classroom/school?

2/8	extremely useful
8/33	very useful
10/42	of some use
1/4	of little use
1/4	not useful at all
2/8	Omits

4. To what extent are you involved in career education?

6/25	very actively involved
7/29	actively involved
6/25	moderately involved
4/17	minimally involved
0/0	This presentation is my first encounter with career education.
1/4	Omits

6. Your position in the school system:

23/96	Teacher
0/0	Administrator
0/0	Counselor
0/0	Media Specialist
1/4	LVEC
0/0	Other
0/0	Omits

7. Grade levels with which you are involved:

2/8	K-3
1/4	4-6
6/25	7-9
14/58	10-12
1/4	13 and higher
0/0	Omits

Table 5 (continued)

8. If you teach grades 7-12, what subject(s) do you teach?

0/0	Art
1/4	English
0/0	Foreign Language
1/4	Mathematics
0/0	Music
0/0	Physical Education
0/0	Science
0/0	Social Studies
0/0	Special Education
0/0	Vocational Education
0/0	Other
3/13	Omits

Table 6

WDPI Presentation Reaction Form

Number/Percent

2. The content of the presentation was:

10/22	extremely relevant
23/51	very relevant
9/20	somewhat relevant
0/0	of little relevance
1/2	not relevant at all

3. To what extent do you think the career education material presented will be useful in your job?

9/20	extremely useful
16/36	very useful
15/33	of some use
3/7	of little use
0/0	not useful at all

4. To what extent are you involved in career education?

24/53	very actively involved
13/29	actively involved
3/7	moderately involved
5/11	minimally involved
0/0	This presentation is my first encounter with career education.

During the third party evaluators' on-site visitations and participation in the consortium meetings, a number of sharing activities were noted. All of the WCEC local directors received requests, and made presentations to surrounding school systems or hosted visitors from other school systems. Also, there was considerable sharing of ideas and techniques within the consortium. For example, Shawano developed a follow-up study and report format. This report was used to present the results of the follow-up to the Shawano School Board. Sheboygan later used the same format in designing a follow-up study and report system for their school system. Also, the partner schools visited the original WCEC schools and, the WCEC schools provided staff and assistance to the partner schools.

It is the conclusion of the third party evaluators that the sharing objective has been met.

It is the judgment of the third party evaluators that the dissemination objectives have been attained.

b. Improvement Objectives

1. Continue consortium members' growth in career education through incremental improvement.

Eau Claire

Objective 1: To increase both the quantity and quality of classroom activities, K-12, which reflect the infusion of the Wisconsin career education concepts relating to self awareness, decision making skills and/or career awareness and to refine those previously developed.

Most of the federal money received by the Eau Claire Public School System was used to fund a series of mini-projects. All staff members in the school system were invited to submit proposals for funding. The third party evaluators were provided with a copy of the proposals. A review of the proposals revealed a variety of ideas and approaches to career education. A high level of creativity was observed in the proposals. For the most part, the proposals were of high quality.

Later in the year the third party evaluators had an opportunity to meet with the directors and major staff members of these projects. A survey was also prepared and submitted to these people. The results are summarized in Table 7. The value of the mini-project experience can be seen in responses from the teachers and staff. They observed that they learned about

Table 7

Career Education Mini-Project Experience Survey:
Eau Claire Public Schools

Statements	$\bar{X}$	SD
1. I gained a good working knowledge of career practices.	3.73	0.79
2. I learned how to manage a project.	4.58	0.67
3. I learned more about the needs of the students in my school.	4.25	0.45
4. I learned more about the needs of the teachers with whom I work.	4.33	0.65
5. I found out about a number of instructional materials which can be used in our school.	4.58	0.51
6. I helped to develop a number of learning activities which can be used in our school.	4.25	0.75
7. I helped to develop a number of learning activities which can be used in our school.	4.30	0.82
8. The people working on my project are accomplishing a lot.	4.33	0.49
9. The people working on my project feel that it is worthwhile.	4.42	0.67
10. We will have an adequate amount of time to complete our project.	3.42	1.00
11. We have had adequate resources to do our project work.	4.00	0.74
12. I have learned more about community resources as a result of this project.	4.08	0.90
13. Our project has encouraged the parents of our students to become more involved with our school.	3.75	1.06
14. Our project is going to produce some materials, techniques, or products which could be useful in other schools.	4.17	0.83

Statements	$\bar{X}$	SD
15. Our project is going to produce some materials, techniques, or products which could be useful in my school.	4.42	0.51
16. I think my project experience was very worthwhile.	4.67	0.49

#Scale N=13

SA=5
A=4
U=3
D=2
SD=1

the needs of teachers and students in their schools (Items 3 & 4), community resources (Item 12), and about instructional materials which would be useful in their schools (Item 5). The participants also felt that the mini-project experience was worthwhile (See Items 14, 15, and 16). One area of concern with the mini-projects was the fact that 10 of the 13 involved elementary teachers and staff. Three of the projects involved were high school level staff. No high school teachers were directors of mini-projects.

A review of the mini-projects indicated that all of them were focused on one or more of the six learner outcome objectives listed in the main proposal. A review of a sample of the evaluations done by the main project staff indicated that the materials and products produced were effective.

The third party evaluators also surveyed a sample of staff members at the elementary, junior high, and senior high school levels. The results of this survey concerning teachers' use of career education activities in the classroom are given in Tables 8 and 9. Table 8 presents the career education activities utilized by elementary teachers in the WCEC schools. Since Madison was participating in a national evaluation conducted by NTS, they were not included in this year's evaluation. The tables present the average utilization of these activities during the past two years. The higher the number, the more extensive the use.

The response patterns of elementary teachers reported in Table 8 indicate a consistent increase in the use of all the

Table 8

CAREER EDUCATION ACTIVITIES USED BY ELEMENTARY TEACHERS IN THE WCEC DURING 1975-1976 and 1976-1977

ACTIVITY	Year	SCHOOL											
		Eau Claire		Kimberly		Shawano		Sheboygan		Oregon		Watertown	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
1. Participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work.	75-76	2.4	1.2	3.2	1.5	2.7	1.3	3.0	1.5	2.5	1.2	2.4	1.4
	76-77	3.1	1.3	2.4	1.0	2.9	1.3	2.7	1.1	2.6	0.9	2.7	1.3
2. Listen to parents discuss their jobs or careers.	75-76	1.9	0.9	2.4	1.3	1.5	0.7	2.3	1.2	2.2	1.1	1.9	1.4
	76-77	2.2	1.0	2.4	1.4	1.6	1.1	1.9	1.0	2.0	1.1	2.3	1.6
3. Listen to outside speakers (other than parents) explain their jobs or careers.	75-76	2.2	1.1	2.3	1.0	1.8	0.7	2.6	1.0	2.1	1.2	1.6	0.7
	76-77	2.3	1.0	2.6	1.5	1.8	1.1	2.2	1.0	1.9	0.7	1.7	0.7
4. Go on field trips to learn about jobs and the places where people work.	75-76	1.8	0.7	1.8	0.7	1.4	0.7	3.0	1.0	1.8	0.8	1.6	0.6
	76-77	2.0	0.9	1.6	0.5	1.2	0.4	2.6	1.1	1.8	0.6	1.6	0.7
5. Examine tools, machinery, or other objects connected with work.	75-76	2.3	0.9	2.2	0.9	2.5	1.3	2.7	1.0	2.3	0.9	2.8	1.1
	76-77	2.6	1.2	2.6	1.2	2.6	0.6	2.6	1.1	2.5	0.9	3.0	1.4
6. Watch films, filmstrips, or slides about work or people at work.	75-76	3.6	1.3	4.2	1.3	3.3	1.5	3.7	1.1	3.1	1.4	3.4	1.3
	76-77	4.0	1.2	3.8	1.2	3.8	1.4	3.6	1.1	3.0	1.1	3.4	1.1
7. Listen to records or tapes about work or people at work.	75-76	2.7	1.4	3.1	1.3	2.8	1.6	2.8	1.2	2.6	1.3	2.6	1.2
	76-77	2.9	1.4	2.8	1.2	3.2	1.6	2.7	1.4	2.7	1.1	2.4	1.0
8. Read printed materials on careers or work.	75-76	3.2	1.4	3.7	1.5	3.3	1.4	3.4	1.5	3.0	1.5	3.1	1.6
	76-77	3.5	1.4	3.4	1.3	3.8	1.5	3.0	1.4	3.0	1.2	3.2	1.2
9. Write about careers and work.	75-76	2.2	1.1	2.5	1.1	2.3	1.3	2.5	1.2	2.0	0.8	2.4	1.4
	76-77	2.8	1.3	2.1	1.2	3.0	1.4	2.5	1.3	2.4	1.0	2.7	1.2
10. Discuss jobs and the places in which people work.	75-76	3.7	1.2	4.1	1.3	3.7	1.4	4.1	1.3	3.6	1.4	3.5	1.5
	76-77	3.9	1.2	3.8	1.3	4.4	1.5	3.7	1.3	3.5	1.3	3.7	1.0
11. Play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers.	75-76	2.2	1.3	2.6	1.5	2.6	1.5	2.7	1.2	2.6	1.0	2.3	1.3
	76-77	2.7	1.4	2.0	1.0	3.0	1.5	2.6	1.2	2.6	1.0	2.4	1.4
12. Participate in activities that allowed the students to identify their interests.	75-76												
	76-77	3.3	1.4	3.1	1.5	4.0	1.5	3.3	1.3	3.3	1.3	3.5	1.5
13. Participate in activities that allowed students to identify their abilities.	75-76												
	76-77	3.1	1.5	3.2	1.4	3.9	1.6	3.3	1.5	3.2	1.5	3.5	1.6

KEY: Number of Times Activity Occurred in Your Classroom

1 = Never
2 = 1-2
3 = 3-5
4 = 6-10
5 = 11-20
6 = 21 or more

career education activities listed during the past year. Also the use of career education activities was relatively high. The largest increases came in preparing career education materials and using games (Items 1 and 11).

All of the 85 elementary teachers in the sample reported that they were using at least one career education activity in their classrooms. Only five (5.9%) reported using less than five activities.

A summary of the responses from the junior and senior high school teachers is presented in Table 9. A review of the results indicates a rather moderate use of games, field trips, and projects related to careers and career choice. Also, there was little noticeable change in the level of utilization of these activities during the past two years. More extensive use was made of individual counseling (Item 11). Teachers reported that on the average they used three activities which would help their students identify interests and skills (Item 26). Teachers reported that they discussed jobs related to course content on the average of slightly more than three times per year (Item 29) and also encouraged their students to think about selecting a career more than three times during the year. Teachers also reported that they used problems or tests related to jobs to show their students how to apply the contents of their courses an average of three times during the year (Item 34). A number of teachers also reported that they visited and/or worked in business and industry to find out more about the jobs and skills required (Item 35).

Table 9

CAREER EDUCATION ACTIVITIES USED BY HIGH SCHOOL TEACHERS IN THE WCEC DURING 1975-1976 and 1976-1977

ACTIVITY	Year	SCHOOL											
		Eau Claire		Kimberly		Shawano		Sheboygan		Oregon		Watertown	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
6. Field trips	75-76	2.0	1.3	1.4	0.6	1.7	1.1	1.6	0.8	1.6	0.6	1.5	1.0
	76-77	1.8	1.1	1.5	0.5	1.9	1.3	1.6	1.3	1.6	0.9	1.4	0.9
7. Visitors or speakers on careers	75-76	2.1	1.2	2.0	1.0	1.7	0.9	2.1	1.3	2.3	1.1	1.8	0.9
	76-77	2.0	1.3	1.7	0.5	1.8	1.3	1.9	1.2	1.9	0.8	1.8	1.0
8. AV media (slides, films, etc.) on awareness of self and careers	75-76	2.9	1.7	3.0	1.4	2.6	1.4	3.1	1.6	2.6	1.6	2.7	1.6
	76-77	2.6	1.6	2.5	1.6	2.8	1.5	2.9	1.5	2.8	1.5	2.4	1.3
9. Special written materials (brochures, articles, etc.) for career education	75-76	2.5	1.6	2.7	1.3	2.2	1.2	2.7	1.5	2.4	1.2	2.5	1.4
	76-77	2.4	1.4	2.5	1.6	2.8	1.6	2.5	1.4	2.2	1.2	2.4	1.5
10. Group counseling	75-76	2.0	1.5	2.2	1.4	2.0	1.3	2.2	1.3	1.7	0.8	2.2	1.4
	76-77	1.7	1.2	2.0	1.3	2.5	1.4	1.9	1.2	2.1	1.4	2.3	1.5
11. Individual counseling	75-76	3.2	1.7	3.6	1.4	3.2	1.6	3.0	1.7	2.6	1.5	3.4	1.5
	76-77	3.1	1.7	3.0	1.5	3.3	1.4	3.0	1.5	2.9	1.6	3.0	1.5
12. Peer counseling (students counsel students)	75-76	1.3	0.8	1.8	1.2	1.4	1.0	1.6	1.0	1.5	0.7	1.7	1.2
	76-77	1.5	1.0	1.6	1.0	1.5	0.9	1.8	1.3	1.7	1.2	1.5	1.0
13. Themes, papers or term papers on career education topics	75-76	1.8	1.1	1.9	1.2	1.6	0.8	1.6	1.0	2.0	1.3	1.6	1.1
	76-77	1.7	1.3	1.6	0.9	1.7	1.0	1.5	0.9	2.0	1.0	1.9	1.4
14. Educational TV	75-76	1.3	0.7	1.5	1.0	1.6	1.0	1.7	1.3	2.2	1.6	1.5	1.2
	76-77	1.4	0.8	1.2	0.6	1.5	1.0	1.7	1.2	1.7	1.0	1.5	1.2
15. Projects on careers and career choice	75-76	2.0	1.3	1.8	1.0	1.5	0.7	2.2	1.4	1.9	0.7	1.7	1.0
	76-77	2.0	1.3	1.7	1.1	2.0	1.3	1.6	1.0	2.0	1.2	1.9	1.3
16. Displays on career education	75-76	2.2	1.3	2.3	1.2	1.7	1.0	2.2	1.4	2.1	1.4	2.3	1.5
	76-77	2.0	1.4	2.5	1.4	1.8	1.2	1.8	1.3	1.7	1.2	2.3	1.4
17. Games (career education)	75-76	1.1	0.3	1.7	1.3	1.2	0.5	1.4	1.0	1.6	0.8	1.4	0.9
	76-77	1.2	0.7	1.3	0.9	1.0	0.2	1.4	0.9	1.4	0.8	1.3	0.8
18. Educational Fairs on careers	75-76	1.2	0.5	1.1	0.4	1.1	0.5	1.1	0.6	1.1	0.3	1.3	0.6
	76-77	1.3	0.8	1.0	0.2	1.2	0.4	1.1	0.5	1.1	0.3	1.1	0.3
19. Role playing jobs	75-76	1.5	1.0	1.7	1.1	1.6	1.0	1.8	1.4	1.4	1.0	1.8	1.3
	76-77	1.5	1.0	1.9	1.3	1.5	0.9	1.5	1.0	1.6	1.2	1.5	1.1
20. Simulated work situations (class runs a business, etc.)	75-76	1.6	1.1	1.7	1.2	1.6	0.9	1.7	1.2	1.5	1.0	1.5	1.2
	76-77	1.6	1.3	1.8	1.1	1.3	0.9	1.5	1.0	1.2	0.7	1.7	1.2
21. Relating language arts to career education concepts	75-76	2.1	1.6	2.0	1.4	1.9	1.3	1.8	1.3	2.3	1.5	2.0	1.3
	76-77	1.7	1.2	1.7	1.3	2.2	1.4	2.0	1.3	1.9	1.2	2.0	1.6
22. Relating math skills to various occupations	75-76	2.3	1.7	1.9	1.3	2.1	1.3	2.1	1.5	2.9	1.6	2.4	1.6
	76-77	2.3	1.6	2.3	1.7	2.7	1.8	2.2	1.5	1.8	1.4	2.3	1.7

Table 9 (Continued)

ACTIVITY	Year	SCHOOL											
		Eau Claire		Kimberly		Shawano		Sheboygan		Oregon		Watertown	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
23. Relating science and health to various occupations	75-76	2.1	1.5	2.5	1.6	1.9	1.3	2.0	1.5	2.6	1.8	2.0	1.2
	76-77	1.9	1.4	2.1	1.6	2.2	1.6	2.0	1.5	1.7	1.2	2.4	1.7
24. Relating social studies to various skills needed in an occupation	75-76	1.9	1.4	2.7	1.5	2.1	1.5	2.1	1.5	2.0	1.3	2.0	1.3
	76-77	1.9	1.5	2.0	1.5	2.0	1.4	2.0	1.4	2.1	1.4	2.1	1.5
25. Relating the arts to occupations and leisure activities	75-76	2.5	1.7	2.4	1.7	2.4	1.7	2.4	1.5	2.2	1.4	2.4	1.6
	76-77	2.4	1.5	2.1	1.4	2.2	1.5	2.4	1.6	2.1	1.4	2.4	1.6
26. Presenting activities to help all of my students identify their interests and skills	75-76	3.6	1.6	3.3	1.5	2.7	1.3	3.2	1.5	3.3	1.4	2.8	1.4
	76-77	3.2	1.6	2.8	1.3	3.1	1.6	2.9	1.5	2.7	1.5	3.2	1.5
27. Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	75-76	1.9	1.3	1.6	1.1	2.0	1.2	2.0	1.3	2.0	1.4	2.0	1.2
	76-77	2.0	1.3	1.3	0.5	1.9	1.3	1.8	1.2	1.8	1.1	1.8	0.9
28. Activities to start my students thinking about making a career decision	75-76	2.9	1.6	2.7	1.3	2.6	1.3	2.9	1.5	2.6	1.3	2.6	1.3
	76-77	2.8	1.6	2.5	1.3	3.1	1.4	2.5	1.5	2.3	1.1	2.8	1.5
29. Discussed jobs related to topics or units presented in class	75-76	3.2	1.6	3.9	1.4	3.5	1.4	3.2	1.5	3.6	1.5	3.4	1.3
	76-77	3.3	1.5	3.8	1.3	3.3	1.6	3.1	1.6	2.7	1.5	3.4	1.5
30. Encouraged students to think about selecting a career	75-76	3.4	1.6	3.8	1.4	3.5	1.5	3.4	1.5	3.1	1.6	3.4	1.4
	76-77	3.4	1.6	3.6	1.4	3.7	1.4	3.3	1.4	2.8	1.3	3.5	1.4
31. Involved parents in career education activities	75-76	1.5	1.2	1.4	0.6	1.6	1.1	1.7	1.2	1.9	1.4	1.4	0.7
	76-77	1.4	0.9	1.4	0.9	1.8	1.1	1.5	0.9	1.4	0.7	1.7	0.9
32. Involved persons from business and industry in our area to help improve my course	75-76	2.3	1.5	2.0	1.4	1.9	1.2	2.4	1.4	2.9	2.7	2.1	1.2
	76-77	2.0	1.4	1.8	0.9	1.9	1.4	2.2	1.5	1.8	1.2	2.3	1.3
33. Worked with a counselor to develop career education activities	75-76												
	76-77	1.7	1.2	1.1	0.5	1.3	0.5	1.8	1.3	1.7	0.7	2.0	1.4
34. Used problem and/or tests from jobs to show students how to apply the contents of my courses	75-76												
	76-77	2.8	1.7	2.5	1.6	2.6	1.6	2.5	1.5	2.0	1.2	2.8	1.5
35. Visited and/or worked in a business or industry to find out more about jobs and skills required	75-76												
	76-77	2.0	1.5	1.4	0.5	1.8	1.2	2.3	1.5	1.5	1.0	2.2	1.5

KEY: Extent of Present Use

1 = Never
3 = 3 Times
5 = 5 or More

Only 1 of the 98 teachers (1%) in the sample reported that he/she did not use any of the career education activities listed. Less than 5 activities were listed by 12.3% of the respondents.

The high school teachers' infusion of career education activities in their classrooms remained relatively stable between the two years.

Another facet of this objective was to have counselors assist teachers so that relevant career education activities could be conducted in their academic classrooms. The teacher data reported in Table 9 indicated that many teachers did report receiving assistance from counselors (Item 33). Counselors response to the counselor survey indicated that there was a significant increase in the amount of assistance given to teachers during the year (Item 10 in Table 10). Counselors also indicated that they had spoken to groups of teachers concerning the utilization of career information more frequently than they had during the prior year.

It was the conclusion of the third party evaluators that this objective was attained at the elementary level and that the accomplishments at the high school level fall somewhat short of the criteria established.

Objective 2: Increase involvement of the guidance staff, K-12, in developing appropriate and relevant career guidance activities.

The two year summary of career education activities carried out by counselors in the WCEC schools is presented in Table 10.

Table 10

CAREER EDUCATION ACTIVITIES USED BY

WCEC COUNSELORS DURING

1975-76 and 1976-77

ACTIVITY	Year	SCHOOL													
		Eau Claire		Kimberly		Shawano		Sheboygan		Oregon		Watertown		Madison	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD
6. Have spoken to my classes within my school concerning career education. (Career opportunities, career decision-making, etc.)	75-76	3.5	1.4	3.3	0.6	5.4	0.9	3.8	1.9	3.5	0.5	3.4	1.7	3.6	1.7
	76-77	4.4	1.9	3.3	2.3	5.0	1.4	4.0	1.8	4.7	0.6	3.5	2.0	4.6	1.6
7. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market.	75-76	1.9	1.2	1.7	1.1	1.8	0.8	1.6	0.8	2.5	1.0	1.6	0.5	1.4	0.6
	76-77	1.8	1.3	3.0	2.6	2.8	2.5	1.5	0.9	1.3	0.6	1.5	0.5	1.9	1.4
8. Have spoken to groups of teachers concerning how they might better utilize career information.	75-76	2.4	1.4	3.0	1.7	2.6	1.1	2.6	1.7	2.2	1.2	3.1	1.8	2.6	1.2
	76-77	3.0	2.0	2.7	2.0	3.2	1.6	2.8	1.1	2.0	1.0	3.0	2.1	2.7	1.6
9. Have disseminated literature related to career education to teachers within my school.	75-76	3.8	1.7	4.0	1.0	4.2	1.1	4.2	1.5	4.2	1.5	3.1	2.2	3.5	1.5
	76-77	4.2	1.6	4.0	2.0	4.4	2.3	4.4	1.7	4.3	0.6	3.7	2.6	3.7	1.9
10. Have helped teachers develop skills needed in assisting students explore careers and/or make career decisions.	75-76	2.4	1.7	3.7	2.5	3.4	1.8	3.4	1.6	2.5	0.6	2.8	2.2	2.6	1.4
	76-77	3.4	1.8	3.0	2.0	3.8	1.5	3.5	1.9	3.0	1.0	3.3	1.9	3.0	1.7
11. Have met with members of the Wisconsin Job Service concerning career education and the services they might offer students.	75-76	3.0	1.8	3.0	2.7	2.2	1.3	2.0	1.6	1.7	0.5	1.7	0.7	1.6	1.0
	76-77	3.1	2.3	2.3	1.5	2.8	2.5	2.7	2.0	2.3	0.6	1.8	1.2	1.4	0.7
12. Have contacted members of local business and industry in order to discover current information concerning job availability, requirements, etc.	75-76	3.0	1.9	4.3	1.5	2.4	1.7	3.0	1.9	2.5	1.3	3.1	2.1	2.4	1.7
	76-77	2.7	1.9	3.3	2.5	4.0	2.7	2.4	1.8	2.3	1.1	2.5	1.4	2.6	1.5
13. Have helped to identify and/or schedule local business people to speak to school classes or groups.	75-76	3.2	1.7	3.0	0.0	1.3	0.6	3.1	1.8	2.7	1.2	2.7	2.3	2.7	1.8
	76-77	3.8	2.0	3.7	2.5	3.8	2.2	2.7	1.8	1.7	1.1	2.5	2.0	2.9	1.9
14. Have used field trips as a means of familiarizing students with various careers.	75-76	2.7	1.8	2.0	1.0	2.2	1.6	2.5	1.8	2.2	1.9	3.5	2.2	2.2	1.6
	76-77	3.0	1.9	2.0	1.0	3.8	2.6	1.8	1.0	2.0	1.7	1.0	0.0	2.2	1.5
15. Have used occupational games as a means of familiarizing students with various careers.	75-76	1.6	1.4	1.3	0.6	1.4	0.9	2.5	1.8	2.5	1.9	1.3	0.8	1.9	1.5
	76-77	1.7	1.3	1.7	1.1	2.2	2.2	2.0	1.6	3.0	0.0	1.0	0.0	1.7	1.4
16. Have conducted or assisted with a followup study of our former students.	75-76	2.3	1.9	4.0	2.6	1.4	0.5	1.8	1.2	1.7	0.5	1.2	0.4	1.6	0.9
	76-77	1.5	1.1	1.7	0.6	2.2	2.2	1.7	0.8	1.7	0.6	2.5	1.9	1.6	0.7

Table 10 (continued)

ACTIVITY	Year	SCHOOL													
		Eau Claire		Kimberly		Shawano		Sheboygan		Oregon		Watertown		Madiso	
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	
17. Have worked with individual students assisting them with career choices.	75-76	5.5	1.2	6.0	0.0	6.0	0.0	4.7	2.0	5.7	0.5	5.0	1.9	5.6	0.
	76-77	5.4	1.5	6.0	0.0	6.0	0.0	4.8	1.8	6.0	0.0	4.2	2.5	5.7	0.
18. Have counseled small groups of students on career choices.	75-76	4.0	1.9	6.0	1.0	6.0	0.0	4.3	1.9	4.5	1.0	3.1	2.1	4.6	1.
	76-77	4.1	2.0	5.7	0.6	5.8	0.4	4.1	1.9	4.3	0.6	4.3	2.0	4.8	1.
19. Have discussed interest and achievement scores as they relate to career choice and course selection with students.	75-76	4.6	1.5	4.3	2.9	5.8	0.4	3.9	2.3	5.7	0.5	4.7	1.9	5.0	1.
	76-77	5.2	1.9	4.3	2.9	6.0	0.0	4.6	1.9	6.0	0.0	3.8	2.5	5.1	1.
20. Have requested our librarian and/or media specialist to order career education materials.	75-76	3.8	1.6	3.7	1.5	3.2	1.9	4.0	1.6	3.5	1.9	3.8	2.5	3.0	1.
	76-77	3.8	1.9	3.0	1.0	4.2	2.5	3.5	1.8	3.7	2.1	3.8	2.4	3.0	1.
21. Have counseled large groups of students on career choice.	75-76														
	76-77	4.5	1.9	4.0	2.0	4.2	2.0	3.2	2.2	4.3	1.5	3.2	2.5	3.7	1.

KEY: Frequency (No. of Times)

1 = 0
2 = 1-2
3 = 3-4
4 = 5-7
5 = 8-10
6 = 11 or more

Eau Claire counselors reported noticeable gains in several areas while maintaining activity levels in most of the other areas.

The largest increase in activity was in assisting teachers with developing career exploration and decision making activities. A gain from two to three times to four to five times per year was identified (Item 10). Other sizeable gains were reported in the areas of speaking to classes (Item 6), speaking to groups of teachers (Item 8), identifying and scheduling local business people as speakers (Item 13), discussing test scores with students (Item 19) and disseminating career education literature (Item 9).

The third party evaluators also reviewed the agendas for several career days and the post high school night conducted by the Eau Claire Public School System. A representative of the third party evaluators attended one of the career days and reported that the event was well planned and appeared to meet its objectives.

It is the judgment of the third party evaluators that this objective was met.

Objective 3: Further develop a comprehensive placement programs through involvement of instructional staff, guidance personnel, work assessment center, and placement director.

Eau Claire was one of the first schools in Wisconsin to have a Job Service Placement Counselor. The initiative needed to establish this position is indicative of their concern for placement.

On-site meetings with the guidance counselors during the past two years have indicated that the counseling staff is concerned with assessment and placement. A sophisticated work evaluation center has been developed for assessment. Contacts are maintained with local business and industry in order to obtain field trip sites, jobs which can be shadowed and job openings.

It is the judgment of the third party evaluators that this objective was met.

Learner Outcome Objectives

These will be reported in a separate section which follows the presentation of the LEA objectives and outcomes.

Evaluation

Evaluation was a required part of each of the mini-projects. In April when the third party evaluators met with the mini-project directors, the evaluation plans and procedures were discussed. Some final outcome data were available for review. Since that time the evaluators have received more evaluation data and reports from these projects. The local WCEC coordinator also conducted an evaluation of the guidance program.

The third party evaluators concluded that Eau Claire had initiated adequate activities in this area.

Kimberly

Objective 1: Incremental improvement from level 4 to level 6 will reflect a continued growth of a comprehensive career education program . . .

Kimberly elementary teachers reported about the same level of career education activity as last year (Table 8). Some variations in the use of individual activities were noted from the data. A review of the data in Table 8 and the computer summary of activities used by each teacher indicated that the elementary teachers have achieved level 6. All of the 39 respondents were using five or more career education activities.

High school teachers reported slightly less use of career education activities as contrasted with 1975-76. Individual counseling (Item 11), relating jobs to course content (Item 29), and encouraging students to think about selecting a career (Item 30) were the activities used most frequently.

A review of the high school teachers activity useage score indicated that all were using at least one career education activity and 89.3% were using five or more activities.

On-site visits to Kimberly provided information on their resource centers and special activities. Use records and the condition of the materials indicated that the resource centers were receiving heavy use. The TV news produced by the 6th graders at the West Side Elementary School was an effective career education experience for the students. It was also a good communications link with the community.

The counselor's activities are presented in Table 10 and are discussed in more detail under the next objective. Based on the data, it appeared that the counselors had made adequate progress toward achieving level 6.

It is the third party evaluators' judgment that this objective was achieved.

Objective 2: Increased involvement of guidance staff will assist teachers and students in developing appropriate and relevant career guidance activities. One hundred percent of our students will be involved in a minimum of two counselor sessions.

The impact of this objective appears to be primarily on the interaction between counselors and students. Counselors reported an increase in the use of occupational education games (Item 15) and counseling small groups of students on career choices (Item 17). They maintained their high frequency of working with individuals (Item 17), and talking to classes (Item 6). (A complete presentation of the data is given in Table 10.)

A review of items 11 and 12 on form 3 completed by ninth grade students disclosed that 38% thought that counselors had given little if any information about post high school programs (Item 11) and 26% felt that they had received no assistance in selecting a career.

The number of counselor student contacts reported by counselors and the large majority of students who indicated that

they had received assistance in specific areas indicate that this objective was achieved. Kimberly may want to review the amount of career choice counseling to determine if it is reaching all of the students who need it.

Interactions between teachers and counselors was less than the previous year. Counselors reported fewer presentations to groups of teachers although they averaged about three such presentations each (Item 8, Table 10). They also listed less assistance to teachers in developing skills needed to assist students in exploring careers (Item 10). Counselors reported giving such assistance an average of three times per year. Distribution of career education literature remained at the same level (Item 9). High school teachers also reported relatively few times that they worked with a counselor to develop career education activities (Item 33 in Table 9).

It is the judgment of the third party evaluators that this objective was met in regard to the interaction between counselors and students. The contacts between teachers and counselors decreased slightly. (This may be caused by the extra time needed for the student sessions.)

Objective 3: Career education activities will be held in 100% of the classrooms, 80% of K-6 teachers will have a minimum of five activities. Sixty percent of the 7-12 teachers will have a minimum of five activities.

A review of the data in Tables 8 and 9 reveal a relatively large number of career education activities in grades K-6.

A lower level was reported in grades 7-12. This information plus the individual teacher's activity score revealed that all 39 of the elementary teachers responding to the survey used five or more career education activities during the year. Of the 28 high school teachers completing Form 6, 89.3% responded that they had used at least five career education activities during the year.

It is the third party evaluators' judgment that this objective was met.

Objective 4: Community resource persons will be used on ten occasions within each of our four buildings.

Elementary teachers reported using one to two outside speakers during the year (Item 3 in Table 8). High school teachers responded that they used speakers an average of less than once per teacher (Item 7, Table 9). This level, however, would bring at least 10 outside speakers into the high school. Counselors noted a noticeable increase in assisting with the scheduling of outside speakers (Item 13, Table 10).

It is the judgment of the third party evaluators that this objective was met.

Objective 5: Community communications will be improved.

Through review of the materials sent to the third party evaluators and the on-site evaluation visit, it was apparent that the Kimberly Public School System was making an extensive effort to increase communications with the community. To gain

more insights on the opinions and thinking of the community, the school system conducted a Citizens' Input Day last fall and a needs assessment survey this spring. The needs assessment responses indicated that communications were adequate to good. Some areas for additional communication were noted.

Based on the data collected by the third party evaluators, it is their judgment that this objective was met. Also, the Kimberly School System is encouraged to implement communications activities as identified in the spring needs assessment.

Dissemination Objective: The Kimberly career education coordinator has actively worked with his counterpart in the partner school during the past year.

Madison

The Madison Public School System was selected to be a part of National Testing Services national career education evaluation project. After reviewing the evaluation activities which Madison would have to complete as a part of the NTS evaluation, it was decided that the third party evaluators would not request Madison to also complete its forms. The NTS evaluation will supply the information needed to evaluate attainment of their objectives.

During the year the third party evaluators did monitor the monthly reports from Madison and meet with the Business/ Industry/Education Liasion Committee. The Madison Public School System has developed a strong relationship with business

and industry in the community. This relationship continues to provide many benefits for both business/industry and the school system.

Information in the monthly reports and contacts with Madison teachers indicate that there continues to be a concerted effort to collect and use information in planning more effective career education programs. The experience based career education program has been expanded. Also, activities to reduce sex role stereotyping continue to receive priority.

Oregon

Objective 1: Update K-12 Career Education Resource Guide and and Increase Utilization by 25 Percent.

Because of the late notification of funding for the WCEC, it was not possible for the Oregon Public School System to initiate a summer workshop to carry out the activities related to this objective in 1976. The local director discussed this with the third party evaluators and reviewed the barriers and actions taken to initiate work on this objective. The third party evaluators feel that the local project director took appropriate action under the conditions with which he was confronted.

A survey of the Oregon staff was conducted during the year to identify areas of improvement needed in the guide. The results of the survey were reviewed by the third party evaluators and their conclusion was that the survey data would be very useful in making appropriate revisions in the guide.

The third party evaluators also had an opportunity to review the summer workshop plans (summer 1977) which would be focused on making revisions in the guide. The teacher activities reported in Table 9 for Oregon indicated a slight decrease in the utilization of resources such as visiting speakers (Item 7), career education materials (Item 9), and displays (Item 16). These decreases may be in part due to the fact that the resource guide was becoming dated. The development of a new guide during the summer of 1977 should provide a more useful resource.

It is the conclusion of the third party evaluators that the first portion of this objective was attained - a guide was revised during the 1976-77 project year. However, because of the late grant award, it was not possible to have a revision completed in time for utilization. Therefore, it was not possible to show a 25 percent increase in the use of the guide.

Objective 2: To insure inclusion of learner outcomes as a part of the resource guide revision.

Since the revised resource guide was developed during June, 1977, and reprinted at the end of this month, it was not possible for the third party evaluators to review this product. Therefore, the third party evaluators do not have the information necessary to make a judgment to this objective.

Improvement Objective A: At least 60 percent of all eligible 12th grade students in the school system will have participated in an actual or similated work experience project for at least one semester in the school year.

A review of the data in Table 9 on the career education activities utilized by teachers indicated that role playing of jobs was used to some degree by approximately one-half of the teachers (Item 19). Simulated work situations were used by fewer teachers (Item 20). In Table 10 counselors at Oregon indicated frequent use of occupational games (Item 15).

During the May on-site visitation, the third party evaluators interviewed a sample of students involved in coop education programs. These students indicated that they had been actively involved in cooperative education programs during the year. They also said that many of their colleagues, seniors, were either involved in cooperative education or in part-time work experiences.

Based on the feedback from the teachers, counselors and students, it is the third party evaluator's judgment that this objective was met by the Oregon Public School System.

Improvement Objective B: All elementary teachers and at least 60 percent of junior-senior high school teachers will carry out at least five career education activities.

The career education activities used by elementary teachers are presented in Table 8 and those used by high school teachers are presented in Table 9. In addition to reviewing the activity utilization rates identified in these tables, the third party evaluators also used a computer program which generated a summary of the activities used by each of the teachers. A review of these tables and a summary of the total activities used by elementary and high school teachers indicated that the criterion

levels identified in this objective were met at the high school level (97% reaching criterion) and not quite attained at the elementary level (94.6%). Since the elementary criterion was very high, it was almost impossible to meet.

Therefore, it is the decision of the third party evaluators that this objective was adequately achieved at both levels.

Local Objective C: At least 50 percent of all parents with children in the school system will have been involved in some kind of career education activity conducted under the direct supervision of the teachers and/or counselors.

High school teachers reported a moderate to low amount of parent involvement (Item 31) in Table 9. More than one-half the teachers responded that they had not involved parents in career education activities for their high school students. In contrast, elementary teachers reported a more extensive involvement of parents in career education activities. (Sixty two percent had had parents discuss their jobs.)

During the May on-site visitation, the third party evaluators had an opportunity to review a file of special activities conducted in the Oregon Public School System. One of the activities was a switch day which involved a significant number of parents. On this day the parents came to school and followed their child's schedule while their son/daughter took their place on their job. Comments from parents and students indicated that this was a successful activity.

It is the judgment of the third party evaluators that the Oregon Public School System met this objective. However, the level of parent involvement at the high school level should be reviewed.

Learner Outcome Objective

The third party evaluators reviewed the standardized test data available in the Oregon Public School System. Since there was a lack of a comprehensive program which had utilized the same test instruments over a period of years, it was not possible to document impacts on reading, math and other academic skills.

Dissemination Objective

Based on the data collected from the McFarland Public School System, letters from visitors, and other documents reviewed during the on-site visitation in May, the third party evaluators conclude that the Oregon Public School System met its objective in the area of dissemination.

Shawano

Objective 1: Conduct workshops that would integrate career development into local curriculums . . . (primarily 9-12).

The third party evaluators reviewed a sample of the guides during an on-site visit in October. Later, copies of the guides were received.

It is the judgment of the third party evaluators that this objective was attained.

Objective 2: Continue to update, revise career development into disciplines where curriculum change has and/or will occur (K-12).

Shawano elementary reported an increased use of career education activities (Table 8). High school teachers indicated increased use of career education activities. The impacts of the new guide in math shows up in item 22 where the average increased from 2.1 to 2.7.

High school teachers responded that they were using more written materials, group counseling, projects, and activities related to career education as contrasted with last year.

It is the third party evaluators judgment that this objective was achieved.

Objective 3: To gather more evaluation data to show effectiveness of the program.

The third party evaluators have reviewed a number of evaluation instruments used in the Shawano system. Fred Ponschok has also provided copies of the reports written to present the results to the school board and staff. The follow-up study was analyzed and a detailed report written. An evaluation specialist was hired to analyze the data collected during last year's evaluation of the WCEC.

It is the third party evaluators' conclusion that Shawano has done a good job in achieving this objective. The information and reports generated should be very helpful to their school system.

Objective 4: Use the results of the Wisconsin Senior Survey to improve program.

A thorough analysis of the results and a report with recommendations were done. The report was presented to the local school board for action.

The third party evaluators conclude that a portion of this objective has been achieved. There will need to be additional follow through to see that the report is used and the recommendations implemented.

Objective 5: Improve non-curriculum supporting functions and/or other services.

During the May on-site visit the third party evaluators reviewed the final draft copy of the community resource guide and the functional career guidance plan. Both should be useful additions in the Shawano career education program. Job Service provides data as requested. Good utilization has been made of the follow-up study data.

The third party evaluators concluded that adequate progress had been made in this area.

Objective 6: Improve communication system via extended inservice, working with individual and groups of teachers and District Newsletter.

Results of the Senior Survey and summer in-service workshops were disseminated to staff. Some in-service sessions had been provided for the partner schools. Members of the

partner schools were added to Shawano's Career Education Coordinating Council, however, the Council had not met as of May 17. The Newsletter was not distributed through the partner schools.

It is the assessment of the third party evaluators that some accomplishments were made in this goal area. However, it is their judgment that these accomplishments fell short of the criteria listed in the objective.

Incremental Improvement Objective

Shawano established an ambitious set of incremental improvement objectives for the 1976-77 school year. It made good progress in attaining many of these goals. The data reported in Tables 8, 9 and 10 indicated increased use of a variety of activities.

However, the activity levels and the individual staff activity scores indicate that there is a need for more use of community resource people, involvement of more teachers in using a variety of career education activities and more involvement of parents at the high school level if the criteria established are to be attained.

It is the judgment of the third party evaluators that progress was made in reaching this objective but that it was not completely met.

Evaluation Objective

This was an area of much activity and accomplishment in Shawano. It is the judgment of the third party evaluators that this objective was attained.

Dissemination Objective

Copies of the resource and curriculum grades were presented to the consortium and made available to others through the WCEC project. Dissemination activities within the district have been discussed under other objectives.

The local coordinator worked with the parochial schools in Shawano. These were the partner schools. The local coordinator helped these schools review their evaluation data. Some questions were raised about working with these schools since they were not public schools.

It is the conclusion of the third party evaluators that this objective was met.

Sheboygan

Objective 1: Develop a community business and industry resource guide.

The third party evaluators reviewed the participants' evaluations, the mid-year report by Al Stessman and the resource guide. All of these indicate that the activities used in developing the guide had significant impacts and that the guide is a useful tool.

It is the conclusion of the third party evaluators that this objective was effectively met.

Objective 2: By June 1, 1977, 25% of the teachers in the district will have used at least two items from the Community Resource Guide.

During the on-site visitations the third party evaluators found that the guide had been distributed.

Response to item 7 on form 6 revealed that 50% of the teachers had scheduled visiting speakers and 32% had conducted field trips. (Those interested in reviewing detailed summaries of the survey data may see them at the Center for Vocational, Technical and Adult Education.) Although some of this may have been done without the Resource Guide, it would seem that this resource would have been used.

It is the conclusion of the third party evaluators that this objective has been attained.

Objective 3: By December 31, 1976, The Career Education Coordinator will distribute an expanded Mini-Field Trip list.

Based on the information available to the third party evaluators, it is their judgment that this objective was achieved.

Objective 4: By June 30, 1977, we will survey 25% of the 1976 graduates and 10% of the 1975 graduates to assess the effectiveness of the Career Education Program . . .

The survey instrument and the data summaries were reviewed. The percentages listed in the objective were accomplished.

This objective was met.

Objective 5: By June 30, 1977, the instructional staff will continue application of the Career Education Concepts . . .

The data reported in Tables 8, 9 and 10 indicate that the Sheboygan staff continued to use career education activities at a level similar to last year. Some slight increases and decreases were noted among activities used by teachers.

Analysis of the elementary teachers' career education activity scores (Form 5) indicated that all teachers in the sample had used at least one activity during 1975-76 and 1976-77. Approximately 4% of the elementary teachers used less than five activities each of the two years. The career education activity scores for high school teachers revealed that 3.5% used no activities in 1975-76 and 1.8% reported no activities in 1976-77. Use of 5 or more activities was recorded by 86% of the high school teachers each year.

Counselors reported a marked increase in their contacts with Job Service counselors (Item 11) and discussing test scores with students (Item 19). Some noticeable decreases were noted in their involvement with field trips (Item 14),

use of occupational games (Item 15), and requesting career education materials (Item 20).

The third party evaluators concluded that Sheboygan maintained its high level of utilization of the career education concepts.

Objective 6: By June 30, 1977, at least 100 seniors will have a two-day (four hours per day) mini-placement in the area of career interest to them.

During an on-site visitation the third party evaluators interviewed eight students who had participated in a mini-placement. All spoke in very positive terms in regard to their experiences. A variety of jobs had been involved. The administration of the mini-placements was effective. At the time of the last on-site visit 100 placements had not been completed.

It is the judgment of the third party evaluators that the portion of the objective related to establishing the mini-placements was effectively completed. It may not have been possible to place 100 students.

Objective 7: The sharing and dissemination of career education activities via Career News will be continued on a monthly basis.

The third party evaluators have regularly received copies of the newsletter. It contained relevant articles from a variety of sources, including staff. Al Stessman also evaluated the effectiveness of the Newsletter.

It is the third party evaluators' judgment that this objective was met.

Objective 8: By December 30, 1976, elementary guidance counselors will participate in an in-service workshop which will result in helping 50% of the elementary students, in all 15 elementary schools demonstrate greater understanding of themselves and the world of work.

The third party evaluators reviewed the counselors' evaluation of the workshop. Their assessment of the content and impacts was very positive. On-site visits provided data indicating that elementary counselors were actively working to improve students' understanding of self and awareness of the world of work.

The third party evaluators concluded that this objective had been achieved.

Evaluation Objectives

Sheboygan made extensive use of needs assessments and evaluation in developing and refining their career education program. Technical assistance was provided by the third party evaluators on several occasions.

The objective was achieved.

Dissemination Objective

As described in the mid-year and final report, the Sheboygan Public School System had a number of dissemination

activities within the school system and with the community. The third party evaluators reviewed the Career News and slide/tape series--"Sheboygan . . . Where it's at". Both are of high quality.

It is the judgment of the third party evaluators that this objective was achieved.

Special Activities

It should be noted that a number of special activities were initiated in order to enhance career education in Sheboygan and Port Washington (partner school). Al Stessman assisted staff with proposal development which, if funded, would facilitate the growth of career education in selected subject matter areas. Also, the system is cooperating with AAUW in conducting a survey on sex role stereotyping.

Watertown

Objective 1: Give staff members an actual experience in industry, retailing, etc.

The third party evaluators participated in a meeting of the Business, Industry and Education Committee and teachers who had participated in this experience. At this meeting an excellent slide/tape presentation on the experience was shown.

Some of the impacts of this learning experience are evident in Table 9. Watertown high school teachers reported the highest level of using problems from jobs to apply the contents of their courses (Item 34) and involving persons

from industry to improve their courses (Item 32) in the final evaluation.

It is the judgment of the third party evaluators that this objective was achieved.

Objective 2: Involve each school in an awareness of the total amount of teaching that related to concepts of career education.

Materials and activities were developed in Watertown for this objective. Impacts of these activities were noted at the elementary level. (See Table 8.) Elementary teachers reported increased levels of activity on eight of eleven career education activities listed in the survey form. Only one of the activities reported less use than the year before. High school teachers reported the same level of activity (Table 9).

The in-service in industry created greater awareness of the relationship of the subject matter areas to the world of work. Also, there was more involvement of parents in career education activities at both the elementary and high school levels.

There appeared to be adequate progress related to this objective. However, the Watertown School System should continue its teacher awareness activities to reach more staff.

Objective 3: Purchase career education materials.

A sample of the materials was discussed and reviewed during the on-site visits. These materials and those identified

as purchased were valid career education materials. The third party evaluators concluded that this objective was attained.

Objective 4: Engage the support of the elderly as well as assist them to remain independent in their living.

This was a unique objective among the consortium schools and was feasible because of Ms. Scott's involvement with adult and vocational education. The training agendas and on-site discussions indicated that this objective had been met.

Improvement Objectives

Information collected through the surveys and on-site interviews indicated that good progress was being made in reaching these objectives. Elementary teachers reported a high level of use of activities which helped students identify their interests and abilities (Table 8). Discussions with the Local Vocational Education Coordinator (LVEC) indicated that cooperative and simulated work experiences were used whenever possible.

It is the conclusion of the third party evaluators that this objective was met.

c. Learner Outcomes

1. Further improve career education activities aimed at developing positive attitudes toward learning and improving educational achievement.

On-site interviews with students revealed that experience based career education activities in business and industry had very positive impacts and demonstrated the importance of various school disciplines to success in various occupations. Shadow experiences in business and industry also were valuable to students.

At the elementary level projects and other career education activities were enthusiastically received by students. The learning environments in the elementary classrooms visited in the WCEC schools were warm, accepting and active.

The third party evaluators attempted to collect standardized test data on reading and math. However, the lack of formal testing programs, especially at the high school level, made this impossible. One school system, Shawano, did have a uniform set of data for the elementary level during the past five years. Analysis of the mean scores during these years revealed no significant differences in achievement in reading and math during that time span.

Another measure of the impacts of career education can be observed in an experiment conducted at Sheboygan North High School during the last part of Semester II of the 1976-77 school year. The experiment encompassed exposing one class of geometry students to a variety of applications of the course

content. Applications were related to a number of jobs. Each class was taught by the same teacher and the geometry content was the same in both classes.

Results from the experiment are reported in Table 11. Students in the experimental group (career education) reported more favorable attitudes toward geometry (Items 1, 4 & 7) than the control group. Experimental group students also thought that geometry was more relevant (Items 2, 3, 5, 6 & 12). These students also reported that geometry was used in various occupations more frequently than students in the control group (Items 8, 13 & 14). Students in the experimental group tended to think that there would be less need for additional geometry skills in the job they had selected than the control group students (Item 10).

The mean and standard deviation for the total weighted scores in the experimental group were 42.7 and 10.5 respectively. In the control group these values were 37.5 and 7.4 respectively. A t-test disclosed that the difference between the means was not significant at the .05 level.

It is the third party evaluator's judgment that WCEC members career education programs were designed to facilitate the development of positive attitudes toward learning. Although data on the impacts of these activities were not available at all levels, there did appear to be no negative impacts resulting from career education programs and some positive results were observed in this area.

Table 11

Career Education Integration
With Geometry in Sheboygan

Statement	Control Group N=22 $\bar{x}$	S.D.	Experimental Group N=21 $\bar{x}$	S.D.
1. I like geometry	2.00	.76	2.48	1.17
2. Geometry skills are important	2.68	1.04	3.10	1.09
3. Geometry is important in preparing for a job	2.48	.75	2.65	.99
4. It is a waste of time to study geometry	2.82	.96	2.33	1.20
5. The skills learned in this class are useful	2.59	1.05	3.10	1.17
6. This class has shown me how to apply geometry skills to practical problems .	2.36	.90	2.71	1.06
7. Geometry is interesting	2.29	.90	2.81	1.29
8. Many geometry skills are used by engineers	3.86	.89	4.14	.73
9. I would like to develop more skill in geometry	2.10	.94	2.43	1.29
10. I think that I will need more geometry skills for the work I will do after high school	2.14	.99	2.00	1.00
11. Geometry is helpful	2.77	1.07	3.33	1.11
12. Geometry skills will help me in other courses	2.59	1.05	3.10	1.09
13. Many geometry skills are used by carpenters	3.73	.77	4.05	.74
14. Geometry skills are used in many occupations	3.00	1.11	3.43	1.12
Total Score	37.5	7.40	42.7	10.5

2. Further improve career education activities aimed at developing positive attitudes toward self and an awareness of aptitudes, needs and values.

During the past two years the third party evaluators administered forms to assess third and sixth graders perceptions of self. The instruments are reproduced in Appendix B. The third grade results are given in Table 12. A review of the results indicates that the means were stable during the two years. A positive to very positive self perception was noted during both years. On-site visits during both years indicated that this area was stressed by elementary teachers.

The results for grade six are presented in Table 13. Consistent gains from 1975-76 to 1976-77 were observed in all of the schools. None of the gains were statistically significant; however, the fact that gains were found in all schools suggests that career education activities have had an impact.

Also, it should be noted that the mean scores for each year were in the high positive range. One of the requirements for membership in the WCEC was prior development of a career education program. This may account for the reason that the scores were relatively high during the initial year.

The data for high school students related to this area are presented in the following sections.

It is the third party evaluators' judgment that the student products indicate that this objective was met.

Table 12

THIRD GRADERS' SELF
PERCEPTIONS RELATED TO CAREER EDUCATION

SCHOOL	Result					
	1975-1976			1976-1977		
	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N
Eau Claire	75.3	7.0	132	74.1	15.3	152
Kimberly	75.0	6.5	98	75.8	6.1	44
Shawano	75.8	7.1	139	76.5	7.0	78
Sheboygan	75.6	7.4	135	74.4	8.0	337
Watertown	76.6	6.7	80	76.9	7.4	8.2

Key: Scores from 30-40 = Indicate very negative self perceptions
41-53 = Indicate negative self perceptions
54-67 = Indicate indecision and/or mixed perceptions
68-79 = Indicate positive self perceptions
80-90 = Indicate very positive self perceptions

Table 13

SIXTH GRADERS' RESPONSE TO
CAREER INTEREST INVENTORY

SCHOOL	Results					
	1975-1976			1976-77		
	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N
Oregon	113.4	12.7	74	116.2	14	60
Kimberly	108.1	13.1	104	108.9	14.1	44
Watertown	110.5	13.3	100	113.2	11.7	98
Sheboygan	106.2	10.9	124	Did not complete		
Eau Claire	109.9	12.4	106	111.2	12.7	125
Shawano	107.8	13.7	122	110.9	15.0	79
S.P.	109.6	15.8	50	112.0	20.7	25

Key:
30-45 = Very low level of interest and self perception
46-75 = Low level of interest and self perception
76-104 = Undecided and/or mixed perceptions of interests and self
105-134 = High level of interest and self perception
135-150 = Very high level of interest and self perception

3. Further improve career education activities aimed at developing positive attitudes toward work and a broader awareness of occupations and the world of work.

Previous to the evaluation of this project, the third party evaluators had developed a test to measure attitudes toward work. This instrument was administered to ninth grade students at the end of each of the last two school years. (See Form 3, Part II in Appendix B.)

The ninth graders' mean scores for the past two years are presented in Table 14. Consistent growth patterns are apparent. All of the gains were statistically significant (t test, $P < .05$). The mean scores for all schools were in the positive range in 1976-77. These gains were consistent with the increased use of examples, materials and experiences from industry in the WCEC schools.

Another set of data related to this objective was collected. Part two of evaluation form 4 contained 20 items which measured the respondents' knowledge of occupations found in most communities. The results for the past two years are reported in Tables 15 and 16. Sixth graders' performance remained relatively stable during the two years (See Table 15). Ninth graders' knowledge appeared to increase during the two year period. Mean performance in five of the six schools increased. One of the increases was statistically significant ($t = 2.32$, $P < .05$).

An increase in the students' knowledge of occupations can be noted when the means for sixth and ninth graders are contrasted.

Table 14

NINTH GRADERS'
ATTITUDES TOWARD WORK

SCHOOL	Results					
	1975-1976			1976-1977		
	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N
Kimberly	79.3	6.9	108	84.2	6.2	121
Shawano	79.1	7.5	100	85.5	6.6	97
Sheboygan	77.9	10.9	88	83.5	7.9	157
Oregon	74.1	12.6	77	84.1	6.7	149
Watertown	80.8	8.7	101	84.7	5.4	107

Key:
101-120 = Very positive attitudes toward work
78-100 = Positive attitudes toward work
58-77 = Mixed and/or undecided attitudes toward work
38-57 = Negative attitudes toward work
24-37 = Very negative attitudes toward work

Table 15

SIXTH GRADERS' KNOWLEDGE OF OCCUPATIONS

SCHOOL	1975-76			1976-77		
	$\bar{x}$	S.D.	N	$\bar{x}$	S.D.	N
Eau Claire	9.6	3.5	124	9.9	3.6	138
Kimberly	11.2	2.7	28	10.9	2.6	44
Oregon	10.8	2.8	61	11.8	2.5	56
Shawano	9.8	3.4	47	8.2	3.0	81
Sheboygan	9.5	3.2	281	8.9	3.5	191
Watertown	9.4	2.8	126	9.2	2.9	96

Means are from a list of 20, five-choice multiple choice items.

Table 16

NINTH GRADERS' KNOWLEDGE OF OCCUPATIONS

SCHOOL	1975-76			1976-77		
	$\bar{x}$	S.D.	N	$\bar{x}$	S.D.	N
Eau Claire	11.0	3.2	121	11.7	3.2	181
Kimberly	11.4	3 1	54	11.1	2.8	105
Oregon	10.8	2.7	28	11.7	3.1	75
Shawano	11.8	3.1	56	13.1	2.9	111
Sheboygan	10.9	3.1	250	11.9	2.9	151
Watertown	10.8	2.8	64	12.0	3.0	104
Test has 20 multiple choice questions.						

These differences reflect maturity and the greater emphasis on knowledge of occupations and exploration at the junior high school level.

It is the third party evaluator's judgment that the WCEC schools have improved their career education activities in this area and that these improvements are shown in the data collected.

4. Further improve career education activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.

Career exploration experiences and activities of sixth and ninth grade students are reported in Tables 17 and 18. Exploration experiences included in the survey form ranged from passive to active. Reading and viewing films do not require actual involvement in the work environment. Also, these are often assigned or provided as a part of class activities. These are more passive types of career exploration activities. Acquiring a job or trying out different work experiences are active involvement in career exploration.

Involvement in the exploration activities increased slightly during the two years at the sixth and ninth grade levels. Impacts of local thrusts can be seen in the summaries. For example, Watertown sixth graders reported a noticeable increase in the number of guest speakers. This probably resulted from their staff in-service in industry.

Table 17

CAREER EXPLORATION EXPERIENCES OF SIXTH GRADE STUDENTS

CAREER EXPLORATION EXPERIENCES	Year	SCHOOL															
		E.C.			K.			S.			SH			O			WT		
		X̄	S.D.	N	X̄	S.D.	N	X̄	S.D.	N	X̄	S.D.	N	X̄	S.D.	N	X̄	S.D.	N
1. Read about a variety of jobs/careers.	75-76	2.7		96	2.4		110	2.1		150	2.1		145	2.3		75	1.7		74
	76-77	2.5	1.0	138	2.5	0.8	44	2.1	1.0	81	2.6	1.0	191	2.5	0.7	56	1.8	0.7	96
2. Viewed films about a variety of jobs/careers.	75-76	3.2		97	2.0		110	1.9		150	2.2		145	2.6		75	2.0		73
	76-77	2.9	1.3	137	2.3	0.6	44	1.9	0.8	81	3.0	1.0	191	2.7	0.8	56	1.7	0.8	96
3. Have listened to guest speakers tell about their jobs; or have personally interviewed a person about his/her job.	75-76	2.7		97	2.5		110	1.8		150	2.1		146	2.4		75	1.2		74
	76-77	2.5	1.1	136	3 1	1.0	44	1.8	1.0	81	2.7	1.1	191	1.9	0.6	56	1.8	0.9	96
4. Took part in planned activities to explore my interests and abilities.	75-76	2.3		97	1.8		109	2.0		150	2.4		145	1.9		75	2.3		73
	76-77	2.4	1.1	137	1.9	0.8	44	2.0	0.8	80	2.3	1.0	191	2.1	0.8	56	2.1	1.0	95
5. Role played various jobs.	75-76	1.9		96	1.8		109	1.6		150	1.9		145	1.6		75	1.7		73
	76-77	1.7	0.9	136	1.9	1.1	44	2.2	1.2	81	2.4	1.2	191	1.6	0.8	56	1.4	0.8	96
6. Role played an interview for a job; or have interviewed for a job.	75-76	1.8		97	1.4		110	1.3		150	1.6		145	1.5		75	1.7		73
	76-77	1.6	0.9	136	1.6	0.8	44	1.5	0.9	81	2.0	1.2	191	1.5	0.7	56	1.7	1.2	96
7. Have taken field trips to business or industry to observe people working.	75-76	2.6		97	1.9		110	2.1		149	2.5		146	2.3		75	2.1		74
	76-77	2.7	1.1	136	1.9	0.7	44	1.9	0.8	81	2.8	1.2	191	1.5	0.7	56	1.8	1.0	96
8. Have regular jobs at home.	75-76	3.3		97	3.2		110	3.3		149	2.9		146	3.1		75	3.4		73
	76-77	3.1	1.2	138	3.0	0.8	44	3.7	1.0	81	3.6	1.0	190	3.5	0.8	56	3.7	1.2	96
9. Assisted with jobs at school.	75-76	3.0		97	2.2		110	2.3		150	2.6		146	2.4		75	2.5		74
	76-77	2.8	1.1	138	2.2	0.9	44	2.6	1.2	81	3.0	1.2	190	2.4	1.0	56	2.7	1.1	96
10. Have helped somebne with his/her work.	75-76	3.0		97	3.1		109	2.8		150	2.9		146	2.9		75	3.0		74
	76-77	3.3	1.3	138	3.2	1.2	44	3.5	1.0	81	3.4	1.1	190	3.4	0.8	56	3.4	1.2	95
11. Have a job; or have had a job.	75-76	2.8		97	2.0		108	2.2		148	2.5		146	2.3		75	2.6		74
	76-77	2.7	1.1	137	1.9	0.9	44	2.4	1.2	81	2.7	1.3	190	2.5	1.3	56	2.6	1.4	96
12. Have had experiences (hobbies, jobs, etc.) related to my career interests.	75-76	2.9		96	2.3		108	2.5		147	2.3		146	2.6		75	2.8		74
	76-77	2.4	1.1	138	2.7	1.1	44	2.5	1.1	81	2.8	1.2	190	2.7	1.0	56	2.6	1.4	95

Key: 1 = never
2 = 1 - 3 times
3 = 4 - 6 times
4 = 7 or more times

Table 18

CAREER EXPLORATION EXPERIENCES OF NINTH GRADE STUDENTS

CAREER EXPLORATION EXPERIENCES	Year	SCHOOL															
		E.C.			K.			S.			SH			O			WT		
		$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N	$\bar{X}$	S.D.	N
1. Read about a variety of jobs/ careers.	75-76	2.6		217	2.4	0.8	92	2.3		83	2.9		88	2.2		75	2.4		121
	76-77	3.1	0.9	181	2.4	0.7	105	2.5	0.8	111	2.6	0.8	151	2.1	0.8	75	2.3	0.8	104
2. Viewed films about a variety of jobs/careers.	75-76	2.7		217	2.3	0.9	92	1.7		83	2.5		88	1.6		75	1.7		121
	76-77	3.4	1.1	181	2.3	0.8	105	1.9	0.8	111	2.1	0.9	150	1.5	0.7	75	1.5	0.6	104
3. Have listened to guest speakers tell about their jobs; or have personally interviewed a person about his/her job.	75-76	2.5		217	2.5	0.9	92	1.7		83	2.4		88	2.1		75	1.8		121
	76-77	3.3	0.9	181	2.1	0.8	105	2.0	0.8	111	2.0	0.6	151	1.8	0.8	75	1.8	0.7	104
4. Took part in planned activities to explore my interests and abilities.	75-76	2.1		217	2.0	1.0	92	1.9		83	2.7		88	1.7		75	1.9		121
	76-77	2.4	1.0	181	1.8	0.8	104	1.8	0.8	111	1.8	0.8	150	1.9	0.9	75	1.9	0.8	104
5. Role played various jobs.	75-76	1.8		217	1.9	0.8	92	1.7		83	1.3		87	1.5		75	1.4		121
	76-77	1.9	1.1	181	1.7	0.8	103	1.6	0.8	111	1.4	0.7	151	1.5	1.0	75	1.4	0.6	104
6. Role played an interview for a job; or have interviewed for a job.	75-76	1.5		217	1.4	0.7	92	1.4		83	1.4		88	1.3		75	1.3		121
	76-77	1.6	0.8	181	1.4	0.7	104	1.4	0.6	111	1.4	0.6	151	1.3	0.5	75	1.4	0.6	104
7. Have taken field trips to business or industry to observe people working.	75-76	2.3		217	2.3	0.9	91	1.8		82	1.8		88	1.7		75	1.9		121
	76-77	2.7	1.2	181	1.8	0.9	105	1.9	0.8	111	2.0	1.0	151	2.0	0.9	75	2.1	0.9	104
8. Have regular jobs at home.	75-76	3.2		217	3.5	1.0	91	3.2		81	3.2		88	3.1		75	3.1		121
	76-77	3.3	0.9	181	3.1	0.9	103	3.2	0.9	110	3.1	1.0	151	3.3	1.1	75	3.3	1.2	104
9. Assisted with jobs at school.	75-76	2.1		216	2.2	1.0	92	2.2		83	2.0		88	1.7		75	1.9		121
	76-77	2.3	1.1	180	2.2	1.0	104	2.0	0.9	111	1.9	0.9	150	1.9	0.9	75	1.7	0.8	104
10. Have helped someone with his/her work.	75-76	3.0		216	2.8	1.2	92	2.2		82	2.8		87	2.7		75	2.7		95
	76-77	3.4	1.0	180	3.2	1.0	105	3.0	1.1	111	3.0	1.1	151	3.3	1.1	75	3.1	1.2	104
11. Have a job; or have had a job.	75-76	2.4		216	2.3	0.9	92	2.8		82	2.4		88	2.1		75	2.3		121
	76-77	2.6	1.1	181	2.3	1.0	105	2.0	0.9	111	2.1	1.1	151	2.4	1.3	74	2.1	0.9	104
12. Have had experiences (hobbies, jobs, etc.) related to my career interests.	75-76	2.6		216	2.6	1.1	92	2.6		82	2.3		88	2.3		74	2.5		121
	76-77	2.9	1.2	181	2.2	1.2	105	2.5	1.0	111	2.3	1.2	150	2.6	1.2	75	2.5	1.1	104

Key: 1 = never
2 = 1 - 3 times
3 = 4 - 6 times
4 = 7 or more times

Means near one indicate that the students have not done the activity. Those near two reflect having been involved one to three times. A mean near three represents four to six participations in the activity. Means near four indicate a very high level of involvement.

Sixth graders reported that they typically had been involved with activities to explore their interests two to three times during the year. They also reported a relatively high frequency of helping others with their work and having regular jobs at home (means of 3 and larger on Items 8 and 10).

Ninth graders reported slightly less exposure during 1976-77 to activities which were planned to help them explore their interests and abilities (Item 4). Also, the level of these activities tended to be less than that at the sixth grade. This would appear to reflect the greater involvement of elementary teachers with career education. Ninth graders' interest and involvement in work are shown in Items 8 and 10. The means for these items are three or larger indicating participation on five or more occasions during the past year.

It is the third party evaluators conclusion that this objective was met at the elementary level and not completely met at the high school level. More planned activities could be initiated at the high school level to help students explore their interests and abilities and the nature of jobs in an active mode.

5. Further improve career education activities aimed at developing career planning and decision-making skills.

The LEA's have reported a number of activities and impacts in their reports related to this objective. Also, the third party evaluation report has discussed a number of these. The on-site visits by the third party evaluators indicated concerted effort was being made in this area. The following paragraphs will report the results of data collected from ninth graders. Data from twelfth graders were collected by the LEA's on the senior survey. Since these were processed by another institution, the third party evaluators have not had an opportunity to review the results.

Contemporary career decision-making theory would suggest that most ninth graders would not have narrowed their career choice to one occupation. (It should be noted that these data were collected at the end of ninth grade, May, 1977.) At this stage of career development, students should be exploring occupations and their interests and abilities. Also, they should be seeking information about jobs and job opportunities.

Data reported in previous tables indicate that activities designed to provide career information and work experiences have been increased and are readily available to the students in the WCEC. It appeared that opportunities for students to assess their abilities and interests and how they relate to careers could be improved. This area will be explored more in the ensuing paragraphs.

In the evaluation form (Form 3) this year, ninth graders were asked to identify the amount of information on jobs and careers presented by their teachers. The results are reported in Table 19. The percentage of students responding "little if any information" ranged from 12 to 30%. The most popular response was "some information has been given." A small percentage of the students (one to six percent), responded that they received all of the information they needed.

Another source of career information was the career education centers or information centers developed by the schools. The level of knowledge of this resource and use of it increased during the last year (Table 20). The difference in emphasis and amount of resources assigned to these centers is also noticeable. Sheboygan students showed a considerably higher level of usage as contrasted with the other schools.

Another factor in the career decision-making of students is their interaction with guidance counselors and the assistance received from them. Response to the level of assistance from guidance counselors is reported in Table 21. For the most part, improvement in the level of assistance was reported. However, the level of assistance still falls short of the needs of a large majority of the students. From ten to twenty-six percent of the students reported "very extensive" or "enough" assistance to meet their needs.

What are the impacts of the information received and the assistance from counselors? The status of ninth graders' career

Table 19

AMOUNT NINTH GRADERS LEARN ABOUT
JOBS FROM THEIR TEACHERS

How much have you learned about jobs and careers from your teachers? Select one response.	YEAR	SCHOOLS					
		Eau Claire	Kimberly	Shawano	Sheboygon	Oregon	Watertown
		%	%	%	%	%	%
1. Little if any information has been given.	76-77	19	19	30	12	25	21
2. Some information has been given.	76-77	53	54	52	43	50	53
3. A considerable amount of information has been given.	76-77	24	26	16	39	23	24
4. I have received all of the information I need.	76-77	3	1	2	6	2	0
6. Omit	76-77	0	0	0	0	0	0
Number	76-77	238	121	97	157	149	107

Table 20

DEGREE TO WHICH NINTH GRADERS USED CAREER INFORMATION

Have you used any of the career information available in your school this year?	YEAR	SCHOOLS					
		Eau Claire	Kimberly	Shawano	Sheboygon	Oregon	Watertown
		%	%	%	%	%	%
1. No, I do not know where it is.	75-76		15	17	5	26	2
	76-77	10	10	14	2	7	3
2. No, I am aware of it but have not used it.	75-76		12	50	7	40	13
	76-77	29	8	40	6	44	3
3. Yes, some.	75-76		63	31	44	29	68
	76-77	56	67	43	46	48	76
4. Yes, extensively.	75-76		10	2	41	3	17
	76-77	5	15	2	45	1	19
5. Omit	75-76		0	0	0	0	0
	76-77	0	0	0	0	0	0
Number	75-76		108	100	88	77	101
	76-77	238	121	97	157	149	107

Table 21

AMOUNT OF ASSISTANCE NINTH GRADERS
RECEIVED FROM SCHOOL COUNSELORS IN SELECTING A CAREER

How much assistance have you received from your school counselors in selecting your career?	YEAR	SCHOOLS					
		Eau Claire	Kimberly	Shawano	Sheboygon	Oregon	Watertown
		%	%	%	%	%	%
1. None.	75-76		35	50	45	51	56
	76-77	57	26	45	55	34	50
2. Some.	75-76		49	42	25	30	32
	76-77	26	52	35	32	40	39
3. Enough to meet my needs.	75-76		11	6	23	17	10
	76-77	15	20	16	12	24	8
4. Very extensive.	75-76		4	2	6	3	1
	76-77	2	2	3	1	2	2
5. Omit	75-76		1	0	0	0	1
	76-77	0	0	0	0	0	0
Number	75-76		108	100	88	77	101
	76-77	238	121	97	157	149	107

choices is presented in Table 22. At this point, few ninth grade students would be expected to have a very definite career choice. Only a small percentage reported that they were "very certain (5 to 14%). Few were "completely undecided". One-third to one-half expressed indecision to varying degrees (Choices 1, 2, and 3).

The degree of uncertainty of career choice does not deviate too markedly from the model found in career decision-making theory. It would appear that there may be more indecision reported than the theory would suggest is appropriate.

It is the third party evaluators judgment that progress has been made in this area but that more work needs to be done. Students expressed a need for more information from teachers and assistance from counselors. On-site interviews also revealed this need.

6. Document that the above strategies have made a positive impact on students.

Members of the WCEC have moved to establish a time series evaluation design in their assessment of seniors' career choices and decision-making and their follow-up of graduates. At the present time, the WCEC schools have a strong interest in evaluation. If this continues and the information noted above is collected consistently over a period of years, it will be possible to more accurately assess the impacts of career education experiences.

Table 22

NINTH GRADERS CERTAINTY OF CAREER CHOICE

How sure are you of career choice?	YEAR	SCHOOLS					
		Eau Claire	Kimberly	Shawano	Sheboygon	Oregon	Watertown
		%	%	%	%	%	%
1. Completely undecided.	75-76	Did not use	0	3	7	3	3
	76-77	5	4	7	6	5	4
2. Quite undecided.	75-76		.2	3	8	4	4
	76-77	9	10	9	13	9	11
3. Somewhat undecided.	75-76		40	26	35	29	41
	76-77	23	38	30	22	30	30
Generally certain#	76-77	25	29	24	36	25	31
4. Quite certain.	75-76		23	25	27	27	34
	76-77	23	13	21	16	22	16
5. Very certain.	75-76		6	10	9	6	8
	76-77	14	6	9	5	8	6
6. Omit	75-76		30	33	14	31	11
	76-77	1	0	0	1	1	3
Number	75-76		108	100	88	77	101
	76-77	238	121	97	157	149	107

#New choice in 1977

Another critical need in this area is the development of more sensitive instruments which can be used to assess the impacts of career education.

d. Evaluation Objectives

1. Foster greater acceptance among practitioners of evaluation as a tool for improving career education strategies.

During the past year the third party evaluators have observed a significant growth in the interest in and utilization of evaluation strategies in the planning of career education activities in the consortium schools. Whereas during the 1975-76 year the third party evaluators processed five and six different sets of evaluation data for the consortium members; during the past year 15 sets of data were processed for them. In addition, the third party evaluators reacted to several follow-up and evaluation reports generated by the consortium members. Three of the partner schools conducted a comprehensive needs assessment with the assistance of their WCEC partner and 10 of the 12 respondents (83 percent) to the Partner School Survey indicated that they had received assistance from their WCEC partner in conducting a needs assessment for career education. (See Table 23 for a more specific report on the partner school data.)

This increased acceptance of evaluation has been developed through the work of Jim Augustin, the project's evaluation specialist; the availability of instruments which can be utilized at the local level; and access to data processing. Both Bob Meyer and Jim Augustin have done an outstanding job in encouraging the consortium members, consortium schools and other LEAs to utilize an evaluation process in establishing their needs and determining impacts of their career education programs. Bob Meyer's work is discussed more completely in the

Table 23

WCEC Partner School Survey

1. What type of assistance did you receive from your WCEC partner school? (Check all of the following that apply.)

		N	%
(1)	Received information on the goals and objectives of career education.	12	100
(2)	Received assistance in conducting a needs assessment for career education.	10	83
(3)	Received assistance in evaluating our career education program.	10	83
(4)	Received assistance in interpreting the results of our assessments.	7	58
(5)	Received assistance in planning a career education program.	10	83
(6)	Received career education materials which we could use.	12	100
(7)	Received learning packets and/or student materials for our career education program.	11	92
(8)	Staff members from the WCEC partner school conducted in-service sessions for our staff.	10	83
(9)	Other	2	17

2. To what degree was this assistance of help to your school system?

(1)	Of no help.	0	0
(2)	Some help.	2	17
(3)	Important help - helped to facilitate our thinking and work.	1	8
(4)	Significant help - assisted us with problems which would have slowed us down considerably.	7	58
(5)	Very significant help - without this assistance we would not have been able to progress.	2	17
(6)	Omit	0	0

3.

Impacts on Partner Schools

	Impacts	Mean	SD
(1)	Encouraged us to consider including career education content in our school program.	4.45	.93
(2)	Caused us to include career education in our in-service program.	3.82	.75
(3)	Caused us to plan and/or conduct a needs assessment for career education in our school system.	3.60	.97
(4)	Demonstrated how we could integrate career education concepts in our present curriculum.	3.67	.89
(5)	Provided techniques for developing career education curriculum materials.	3.73	1.10

	Impacts	Mean	SD
(6)	Gave us models for involving community resource persons in our program.	4.00	.74
(7)	Provided techniques for working more closely with business and industry.	4.00	.85
(8)	Helped us to identify the need for career education.	3.92	.90
(9)	Helped us to identify strategies and approaches for improving our career education program.	4.00	.85
(10)	Provided materials which could be used in our classroom.	3.58	.67
(11)	Provided learning activities which could be used in our classroom.	3.58	.67

4. Which of the following best describes your career education program?

		N	%
(1)	We are just starting to look at our needs.	3	23
(2)	We are in the process of conducting a needs assessment.	1	8
(3)	We are developing a plan for implementing career education in our school system.	7	54
(4)	We are implementing a plan for developing career education in our school system.	1	8
(5)	We have made significant progress in implementing career education in our school system.	1	8
(6)	Omit	0	0

SEA leadership section. Jim Augustin has done an outstanding job in working with the WCEC consortium members in developing instruments, planning evaluations and needs assessments, and interpreting the results.

The third party evaluators have reviewed the AE kit, processed data sets generated from the use of several instruments in the kit, and discussed the kit with other educators. Based on these experiences, the third party evaluators believe that the AE kit is a useful tool for conducting needs assessments and evaluations in career education. The strengths and shortcomings noted in the final report developed by the consortium are appropriate. More work needs to be done in developing impact measures.

It is the judgment of the third party evaluators that this objective has been completely met by the WCEC project.

2. Acquaint practitioners with basic evaluation designs and procedures.

The AE kit contains a section on evaluation designs and procedures. The respondents to the AE kit survey indicate that this section was useful. In addition to this, the WCEC evaluation specialist and the third party evaluators have assisted the consortium members and partner schools in designing needs assessments and evaluations. The partner school survey reported in Table 23 indicated that 75 percent of the respondents felt that their association with the WCEC had caused them to plan or conduct a needs assessment for career education. (Item 3).

During the past year, the third party evaluators have received more requests from the WCEC schools and partner schools for technical assistance on the design of follow-up studies, sampling designs, and instrumentation for the evaluation of career education impacts. These requests have shown greater interest in collecting more information and making more extensive use of data in the development and implementation of career education programs. There has been good growth in this area.

It is the judgment of the third party evaluators that this objective has been met.

3. Focus on measuring the impacts of specific career education strategies have on students.

The measurement of the impacts of career education on students' performance and achievement activities identified in the final report are accurate. Oregon Public School has used the Piers Harris and Employment Readiness scales. The local WCEC director in Sheboygan developed a study of the impacts of career education on the acquisition of geometry skills and the attitudes of students. The results of this study are reported in the learner outcome section.

The third party evaluators have noted that an increasing interest and concern for developing systematic assessment programs in the WCEC schools. The senior survey which assesses career plans and the values of various inputs into the planning process has been identified as a part of a systematic assessment

process by the schools. Some are administering it on an yearly basis while others are scheduling it on an every other year basis.

All of the schools were very willing to administer the forms developed by the third party evaluators. In addition, some of the school systems requested additional forms so that they could collect data from all students or a sample of students in all schools within their system.

It is the third party evaluators judgment that sufficient progress was made in meeting this objective. However, the objective was not totally met in the sense that a large number of specific learner impacts were not isolated. Considering the national scope of this problem, the third party evaluators do not see this deficiency as being an indicator of poor project planning or a lack of activity. Rather it reflects the ongoing problem of assessing the impact of educational experiences on student's achievement, values, and interests.

4. Provide local districts with improved instruments for measuring impacts, processes, and needs.

The AE kit developed by the consortium provides a variety of instruments for measuring processes and needs. The instruments for measuring student impacts are limited.

It is the third party evaluators conclusion that the consortium met the objective in terms of providing improved instruments for the measurement of processes and needs of students. The portion of the objective concerned with measuring

the impacts was not attained in full. This is an area which needs continued attention both locally and nationally.

e. Leadership Objectives

1. Provide for expanded SEA leadership roles.

Through review of the dissemination lists, interviews with persons who had requested assistance and analysis of Wisconsin Department of Public Instruction (WDPI) documents, it was apparent that the SEA has taken an active role in disseminating career education products and demonstration packages. The exhibits presented by the WDPI and the WCEC at Houston and various conventions within the state have been effective vehicles for dissemination. Also, Robert Meyer, Career Education Consultant - DPI, has done an excellent job in directing the WCEC project, providing assistance to LEAs, and supporting career education in the WDPI. The third party evaluators feel that the WCEC project has received strong leadership and direction from Mr. Meyer.

It is the conclusion of the third party evaluators that this objective has been met.

2. Initiate area and local leadership development activities for new and continuing administrators.

In a survey of partner schools, 83 percent of the respondents reported that they had received assistance in planning a career education program for their school and 83 percent also felt that the assistance received from the WCEC was significant or very

significant help in the planning and development of their career education program. (See Items 1 & 2 in Table 23.) Response to the partner school survey also indicated they had received considerable assistance in planning for the use of community resource persons, techniques for working more closely with business and industry, and strategies for improving their career education program. (See Table 23, Items 6, 7, 8 and 9, for a report of these data.) The persons responding to the partner school survey form were administrators. Therefore their responses directly reflect an impact of leadership development activities. The on-site visitation with WCEC local directors indicated that they had provided orientation and in-service to local administrators.

On May 9, the WCEC members presented a workshop for the WDPI supervisors. This workshop was favorably evaluated. (See the dissemination section for a more detailed report.)

It is the judgment of the third party evaluators that this objective has been met.

3. Provide for leadership development at the local level.

The WCEC Project has provided information, materials, and staff for a variety of in-service sessions. In addition, the project has provided materials and information to other LEAs. The data reported in prior tables including the partner school survey and the demonstration kit survey indicate the impacts of these activities. The materials and procedures developed in the area of business, industry and community relationships are especially strong.

It is the judgment of the third party evaluators that this objective has been met. It is recommended that work be initiated and completed which would develop an in-service package. The present services are broad in scope; however, there appears to be a need for a package which would organize the several elements involved in in-service. Possibly a joint effort between the WCEC schools, partner schools, SEA and universities could produce a viable inservice package.

11. Evaluation

Since one of the major thrusts of the Wisconsin Career Education Consortium was to develop an assessment and evaluation kit, the evaluation activities of the project are covered in detail in Section 9 (See Item d).

During the two years the WCEC project has been in effect, the third party evaluators have noted a significant growth in interest in evaluation and the development of evaluation skills on the part of the members in the consortium. Each school system has developed and used forms especially suited to specific activities within their school system. Several of the WCEC schools have requested permission to utilize the third party evaluators' forms in classrooms in addition to those identified in the evaluation plan. Most of the partner schools also involved themselves in a needs assessment during this project year. During on-site visits, the third party evaluators noted that a variety of techniques were being used to assess the impacts of the career education activities initiated at the local level. As noted previously, the project's evaluation specialist has done an excellent job in assisting the LEAs in developing specific instruments suited to their needs and in interpreting their data. He has also worked to refine the AE kit.

One of the most encouraging signs during the past year has been the initiation of a follow-up system in two of the WCEC schools. The information gained through a follow-up system will be very critical in assessing the impacts of the school's career education program. At least four of the seven WCEC schools have formal procedures for follow-up studies with their graduates.

It is the third party evaluators' judgment that evaluation has been an integral and strong part of the WCEC project during the past two years.

12. Anticipated Changes And/Or Problems

During the project year each of the local directors and the project director, Robert Meyer, at DPI experienced problems in carrying out activities and accomplishing objectives. Typically these problems were recognized at an early stage and action was taken to remediate the situation.

The project was effectively managed.

13. Dissemination Activities

Since dissemination was one of the major objectives from the consortium, it has been treated in detail in section 9. The third party evaluators concluded that the WCEC project did an effective job of disseminating information on career education, career education materials and the assessment and evaluation kit.

14. Special Activities

As the consortium members reports indicate, a variety of special activities have been carried out throughout the consortium. Some schools have been integrating career education with their special education programs. In Madison, career education for bilingual/bicultural students has been initiated. All of the schools have been concerned about sex role stereotyping in the activities and materials they developed. In addition, Madison Public School System has developed

some special activities related to women in the non-traditional occupations. Sheboygan has initiated some survey work in the area of sex role stereotyping.

Another activity of special value to the State of Wisconsin has been the strong positive interaction between the WCEC and the task force and staff for the State Plan for Career Education Project. The WCEC project director also served as director of the State Plan Project. In addition, the WCEC members reviewed portions of the State Plan on the afternoon of May 9.

Appendix A

Evaluation Plan for Each School

WCEC Third Party Evaluation Plan
For
Eau Claire

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary: (K-6)	5	150 = teachers in the 14 schools with mini projects and teachers from 2 other schools#	Green Picture Form	3rd grade - 6 representative classes
			1	6th grade--4 classes representing a cross-section of students
			4	" "
Junior High School: (7-9)	6	80 teachers#	4	8th grade - 100 at each junior high school
Senior High School: (7-9)	6	80 teachers#	3	12th grade 100 at each Senior High School
Counselors:	8	All counselors (30)		

WCEC Third Party Evaluation Plan
For
Kimberly Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary (K-6)	5	100 (All elementary teachers)	3rd Grade Picture Form	4 representative classes
			1	50 6th grade students# 1 class from each school
			4	50 6th grade students# 1 class from each school
Junior High School (7-9)	6	25 teachers#	3	9th grade 4 representative classes#
	7	25 teachers#	4	4 representative classes#
Senior High School (10-12)	6	30 teachers#	3	12th grade - 4 representative classes #.
	7	30 teachers#		
Counselors	8	All Counselors in system		

Selected to be a representative sample.

WCEC Third Party Evaluation Plan
For
Oregon Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary School	5	All Elementary teachers		Piers - Harris (Jim Augustin)
			1	60-70 6th grade students#
			4	60-70 6th grade students#
Junior High School	6	One-half of Junior High School Teachers#	3	75 9th grade students# (3 classes)
	7	One-half of Junior High School Teachers#	4	75 9th grade students# (3 classes)
Senior High School	6	One-half of Senior High School Teachers#	3	75 9th grade students# (3 classes)
	7	One-half of Senior High School Teachers#	4	75 9th grade students# (3 classes)
Counselors	8	All Counselors in your system	3	75 12th grade students# (3 classes)

Selected to be a representative sample.

WCEC Third Party Evaluation Plan
For
Shawano Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary (K-5)	5	100 teachers All teachers in public school. Selected teachers in Parochial Schools.	3rd Grade Picture	One section or class in each of 4 schools in public school system.# 2 Parochial schools (1 class each)
Middle School (6-8)	6	One-half of teachers in grades 6-8#	1	100 sixth graders# (and 35 Parochial students+)
	7	One-half of teachers in grades 6-8#	4	100 sixth graders# (and 35 Parochial students+)
High School (9-12)	6	One-half of teachers in grades 9-12#	3	100 ninth grade students#
	7	One-half of teachers in grades 9-12#	4	100 ninth# grade students#
Counselors	8	All Counselors	3	100 12th grade students#

Selected to be a representative sample.
+ Optional

WCEC Third Party Evaluation Plan
For
Sheboygan Public Schools

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary (K-6)	5	125-150 teachers#	3rd Grade Picture Form	2 classes each from Longfellow, Grant, and Wilson#
				6th grade:
			1	40-50 students at each of the three schools#
			4	40-50 students at each of the three schools#
Junior High School (7-9)	6	One-half of the teachers at Farnsworth and Horace Mann#	3	9th grade: 60 students at each of the two schools#
	7	One-half of the teachers at Farnsworth and Horace Mann#	4	60 students at each of the two schools#
Senior High School	6	One-half of the teachers at North and at South#	3	12th grade: 60 students at each of the two schools
	7	One-half of the teachers at North and at South#		
Counselors	8	All Counselors in school system		

Selected to be a representative sample.

WCEC Third Party Evaluation Plan
For
Watertown

Level/School	Teachers		Students	
	Form	Sample	Form	Grade Level/Number
Elementary: (K-6)	5	All teachers in K-6	Green Picture Form	3rd grade - 4 representative classes #
			1	6th grade - 4 representative classes #
			4	6th grade - 4 representative classes #
Junior High School: (7-9)	6	30 of the junior high school teachers #	3	9th grade - 4 representative classes #
	7	30 of the junior high school teachers #	4	9th grade - 4 representative classes #
Senior High School: (10-12)	6	30 of the senior high school teachers #	3	12th Grade - 4 representative classes #
	7	30 of the senior high school teachers #		
Counselors: 103	8	All counselors		104

= representative sample

Appendix B

Newsletter Survey Form
Partner School Survey
Demonstration Kit Survey
Presentation Reaction Form
Evaluation Forms 1-8

Form 1
2/24/76

CVTAE
UW-Stout

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM NEWS SURVEY

Directions: We are interested in your reactions and opinions regarding the WCEC News and appreciate you taking the time to respond to this survey. Please check appropriate responses and write brief comments when indicated.

1. How much time do you usually spend reading WCEC News?

___(1) Enough time to read everything thoroughly.
___(2) Time to read selected articles.
___(3) Just skim over the contents.
___(4) Have not usually taken time to read it.

2. Do you find the newsletter has significant content?

___(1) Yes, always.
___(2) Yes, usually.
___(3) Yes, once in awhile.
___(4) No.

3. How many of the ideas or resources presented in the newsletter have you subsequently used in your school or classroom?

___(1) 5 or more.
___(2) 2 to 4 ideas.
___(3) 1 idea.
___(4) None yet.

4. Please list some of the ideas or resources which you have used or plan to use.

5. With whom do you share the WCEC News? (check all that apply)

___(1) administrators.
___(2) teachers.
___(3) counselors.
___(4) others (please specify) _____
___(5) not applicable, it is filed.

6. How do you share the WCEC News with the persons you noted above? (check all that apply)

___(1) through discussion on a one-to-one basis.
___(2) faculty at departmental meetings.
___(3) circulate by school mail routing procedure.
___(4) posted on bulletin board.
___(5) other. (please specify) _____
___(6) not applicable, it is filed.

7. Has your awareness and understanding of career education been increased as a result of the WCEC News?

___(1) Yes, a great deal.
___(2) Yes, somewhat.
___(3) No, I was already involved with career education.
___(4) No, I am not involved with career education.

8. How would you rate the usability (layout, quality of reproduction, ease of reading) of the WCEC News?

___(1) very useable.
___(2) useable.
___(3) adequate.
___(4) needs improvement. (please specify)
_____
___(5) I have not read it.

9. What features not included in the WCEC News would you like to see in future issues?

Please turn to other side.

Following are statements about WCEC News. Please circle the number of the response that best reflects your opinion.
1=Strongly Agree, 2=Agree, 3=Undecided, 4=Disagree, 5=Strongly Disagree

		SA	A	U	D	SD
10.	There is a real need for disseminating career education information between schools via a newsletter such as WCEC News.	1	2	3	4	5
11.	The WCEC News has given me a broader perspective of career education on a national level as well as statewide and locally.	1	2	3	4	5
12.	WCEC News has done a good job of informing me about what other teachers and schools are doing in career education.	1	2	3	4	5
13.	WCEC News has been helpful in identifying resources and materials for instructional use.	1	2	3	4	5
14.	The information in WCEC News is up-to-date and is written in an accurate and authoritative manner.	1	2	3	4	5
15.	The WCEC News has presented several ideas that were new to me.	1	2	3	4	5
16.	WCEC News is very valuable and should be continued.	1	2	3	4	5

17. Your position in the school system:

___(1) teacher.
___(2) administrator.
___(3) counselor.
___(4) LVEC
___(5) Supervisor of Curriculum
___(6) Local Coordinator of K-12 Career Ed.
___(7) Other (please specify) _____

18. Area of residence:

___(1) Wisconsin.
___(2) USOE Region I (CT., ME., MA., NH., RI., VT.)
___(3) USOE Region II (NY., NJ., PR., VI.)
___(4) USOE Region III (DE., MD., PA., VA., WV., DC.)
___(5) USOE Region IV (AL., FL., GA., KY., MS., NC., SC., TN.)
___(6) USOE Region V (other than WI - IL., IN., MI., MN., OH.)
___(7) USOE Region VI (AR., LA., NM., OK., TX.)
___(8) USOE Region VII (IA., KS., MO., NB.)
___(9) USOE Region VIII (CO., MT., ND., SD., UT., WY.)
___(10) USOE Region IX (AZ., CA., HI., NV.)
___(11) USOE Region X (AK., ID., OR., WA.)

Thank you for your response.

Please return the completed form by April 15 to:
Center for Vocational, Technical and Adult Education
Third Party Evaluator for WCEC Project
UW-Stout
Menomonie, WI 54751

kj

WCEC Partner School Survey

Directions: Please respond to each of the questions in this survey based on your experiences as a partner school in the WCEC project. Your responses will be summarized with those of other schools. No individual responses will be reported.

Partner School _____ Date _____

Name _____ Title _____

City _____ Zip _____

WCEC School _____

1. What type of assistance did you receive from your WCEC partner school? (Check all of the following that apply.)

_____ (1) Received information on the goals and objectives of career education.
_____ (2) Received assistance in conducting a needs assessment for career education.
_____ (3) Received assistance in evaluating our career education program.
_____ (4) Received assistance in interpreting the results of our assessments.
_____ (5) Received assistance in planning a career education program for our school.
_____ (6) Received career education materials which we could use.
_____ (7) Received learning packets and/or student materials for our career education program.
_____ (8) Staff members from the WCEC partner school conducted in-service sessions for our staff.
_____ (9) Other _____

2. To what degree was this assistance of help to your school system?

_____ (1) Of no help.
_____ (2) Some help.
_____ (3) Important help - helped to facilitate our thinking and work.
_____ (4) Significant help - assisted us with problems which would have slowed us down considerably.
_____ (5) Very significant help - without this assistance we would not have been able to progress.

- over please -

3. What were the major impacts of the assistance received? Several possible impacts are listed below. Please review each one and rate using the following scale.

1 = None
2 = Slight - We obtained some information or help.
3 = Some - The help we received has resulted in some action at our school.
4 = Considerable - The assistance has caused some changes in our career education program.
5 = Extensive - The assistance has caused significant changes in our career education program.

Impacts	N 1	SL 2	SO 3	C 4	E 5
1. Encouraged us to consider including career education content in our school program.	1	2	3	4	5
2. Caused us to include career education in our in-service program.	1	2	3	4	5
3. Caused us to plan and/or conduct a needs assessment for career education in our school system.	1	2	3	4	5
4. Demonstrated how we could integrate career education concepts in our present curriculum.	1	2	3	4	5
5. Provided techniques for developing career education curriculum materials.	1	2	3	4	5
6. Gave us models for involving community resource persons in our program.	1	2	3	4	5
7. Provided techniques for working more closely with business and industry.	1	2	3	4	5
8. Helped us identify the need for career education.	1	2	3	4	5
9. Helped us to identify strategies and approaches for improving our career education program.	1	2	3	4	5
10. Provided materials which could be used in our classrooms.	1	2	3	4	5
11. Provided learning activities which could be used in our classrooms.	1	2	3	4	5
12. Other _____	1	2	3	4	5
13. Other _____	1	2	3	4	5

- *please go to the next page* -

4. Which of the following best describes your career education program?

_____ (1) We are just starting to look at our needs.
_____ (2) We are in the process of conducting a needs assessment.
_____ (3) We are developing a plan for implementing career education in our school system.
_____ (4) We are implementing a plan for developing career education in our school system.
_____ (5) We have made significant progress in implementing career education in our school system.
_____ (6) We have a comprehensive (K-12) career education program.

5. In what areas do you need further assistance to implement and refine your career education program?

6. After having had the opportunity to work with your WCEC school, what do you think are the major types of assistance the WCEC school can provide? (In other words, how can a school that has been involved in career education assist another school system?)

7. What are the major problems in working in a partner school arrangement?

Thank you.

Please return to:

Orville Nelson
Co-Director/Center for Vocational,
Technical and Adult Education
UW-Stout
226 Applied Arts
Menomonie, WI 54751

UW-Stout
Menomonie, Wisconsin
DKCE77

CVTAE

WCEC Demonstration Kit Survey

Directions: If you received a career education learning activity or kit of instructional materials from the Wisconsin Career Education Consortium, (WCEC), please respond to the following questions. Check the appropriate response for each item. Please add comments where you feel appropriate.

1. Level at which you work: (Check appropriate level)

_____ (1) Grades K-3
_____ (2) Grades 4-6
_____ (3) Grades 6-8
_____ (4) Grades 7-9
_____ (5) Grades 10-12
_____ (6) Grades 13-14 (post high school)
_____ (7) College
_____ (8) Other _____

2. Your position

_____ (1) Teacher.
_____ (2) Administrator.
_____ (3) Counselor.
_____ (4) LVEC.
_____ (5) Supervisor of Curriculum
_____ (6) Local Coordinator of K-12 Career Ed.
_____ (7) Other (please specify) _____

3. How did you use the demonstration materials you received? (Check all that apply)

_____ (1) Did not have an opportunity to use.
_____ (2) Did not use, materials did not fit our program.
_____ (3) Used as an example for teachers to review prior to developing their own materials.
_____ (4) Placed in our resource center to be used as reference for our teachers.
_____ (5) Used in my classroom.
_____ (6) Used as a model for materials I developed.
_____ (7) Used to obtain ideas for new learning activities.
_____ (8) Other _____

4. If you used the materials, please go on to item 5. If you did not use the demonstration materials, please indicate the major reason(s) for not using them below. Then return the survey form.

Over please

5-18 Below is a series of statements on the Wisconsin Career Education Consortium (WCEC) demonstration kits and materials. Please read each one and respond based on your experience with the materials you received. If you strongly disagree with a statement (SD), circle the 1. If you disagree (D), circle 2. If you are uncertain or do not know (U), circle the 3. If you agree with a statement (A), circle 4. If you strongly agree (SA), circle 5. If the statement does not apply (NA), circle 6.

Statement	Response SD 1	D 2	U 3	A 4	SA 5	NA 6
5. The career education materials came in a form which made them easy to use.	1	2	3	4	5	6
6. The WCEC materials helped to develop our career education program.	1	2	3	4	5	6
7. The WCEC materials were effective with our students	1	2	3	4	5	6
8. The WCEC materials gave us ideas for developing our own career education materials	1	2	3	4	5	6
9. I had a hard time to duplicate extra copies of the WCEC career education materials.	1	2	3	4	5	6
10. The WCEC materials required use of additional references which I did not have.	1	2	3	4	5	6
11. The WCEC materials did not fit in our curriculum .	1	2	3	4	5	6
12. More materials like these would be helpful	1	2	3	4	5	6
13. The WCEC materials were of high quality.	1	2	3	4	5	6
14. The WCEC were creatively done.	1	2	3	4	5	6
15. The WCEC materials present several ideas which were new to me	1	2	3	4	5	6
16. The WCEC materials duplicated career education materials we already had	1	2	3	4	5	6
17. The WCEC career education materials helped to improve our career education program	1	2	3	4	5	6
18. Other _____	1	2	3	4	5	6

Go on to the next page please

19. Area of residence:

_____ (1) Wisconsin.
_____ (2) USOE Region I (CT., ME., MA., NH., RI., VT.)
_____ (3) USOE Region II (NY., NJ., PR., VI.)
_____ (4) USOE Region III (DE., MD., PA., VA., WV., DC.)
_____ (5) USOE Region IV (AL., FL., GA., KY., MS., NC., SC., TN.)
_____ (6) USOE Region V (other than WI - IL., IN., MI., MN., OH.)
_____ (7) USOE Region VI (AR., LA., NM., OK., TX.)
_____ (8) USOE Region VII (IA., KS., MO., NB.)
_____ (9) USOE Region VIII (CO., MT., ND., SD., UT., WY.)
_____(10) USOE Region IX (AZ., CA., HI., NV.)
_____(11) USOE Region X (AK., ID., OR., WA.)

20. Do you have any suggestions for improving the demonstration materials? If so, please list them below.

21. What are your major needs in further developing your career education program?

Thank you for responding. Please return in the business reply envelope to:

Orville Nelson
Co-Director/Center for VTAE
UW-Stout
226 Applied Arts
Menomonie, WI 54751

Third Party Evaluation
UW-Stout
PRCEDP

Wisconsin Career Education
Consortium Project

Presentation Reaction Form

Directions: Please check appropriate response and write brief comments when indicated.

1. In what small group did you participate? _____

2. The content of the presentation was:

   _____(1) extremely relevant
   _____(2) very relevant
   _____(3) somewhat relevant
   _____(4) of little relevance
   _____(5) not relevant at all

3. To what extent do you think the career education material presented will be useful in your job?

   _____(1) extremely useful
   _____(2) very useful
   _____(3) of some use
   _____(4) of little use
   _____(5) not useful at all

4. To what extent are you involved in career education?

   _____(1) very actively involved
   _____(2) actively involved
   _____(3) moderately involved
   _____(4) minimally involved
   _____(5) This presentation is my first encounter with career education

5. What additional information or resources do you need to implement the career education knowledge you gained today?

6. What did you like most about the presentation(s)?

7. What did you like least?

8. General Comments:

Grade 3 Instrument

Name of Administrator _____ School System _____

Grade Level _____ Date _____ City _____

Instructions for person administering 3rd grade career education evaluation test.

You will need: 1. the narrative for the questions

2. pencils for each student (#2, you provide)

3. test for each student

4. a large envelope for each class

The narration tells the students to fill out the top of the page with their name, school, school system, date, etc. Check to see if the students are having any problems. Leave the I.D. block and the area in the box in the upper left-hand corner blank.

There are two samples. One is filled in for the student; the other one is for them to practice. After this, stop and ask if there are any questions or problems.

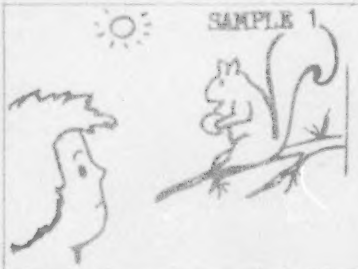
Start the test. Read each statement twice. Pause between each reading. After question 15 the students are told to turn their page over to the other side. It is not necessary to fill out the name, date, section. Disregard the samples on the back side. Just have the student continue with number 16. At the end of the test have the students give you the tests and pencils. Put the tests from each class in the large envelope and complete the items on the front of the envelope. Record the name of your school, school system, date, city in which your school is located, grade level and your name.

CVTAE 102

0 1 2 3 4 5 6 7 8 9

NAME _____
SCHOOL _____
BOY _____ GIRL _____
DIRECTIONS: COLOR IN THE BOX FOR EITHER
YES ? NO

SAMPLE 1

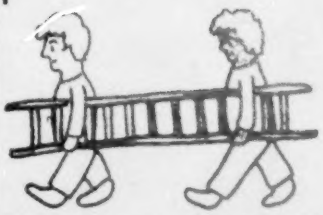


yes ■ ? □ no □

SAMPLE 2

yes □ ? □ no □

1



yes □ ? □ no □

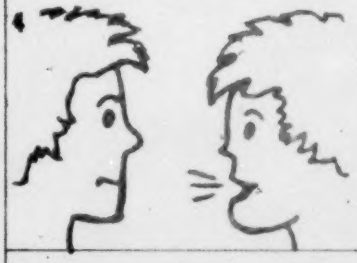
2

yes □ ? □ no □

3

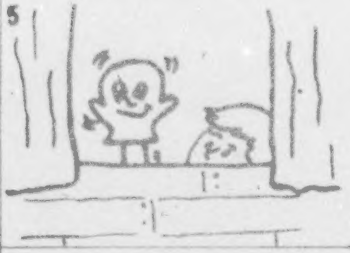
yes □ ? □ no □

4



yes □ ? □ no □

5



yes □ ? □ no □

6

yes □ ? □ no □

7

yes □ ? □ no □

8

yes □ ? □ no □

9

yes □ ? □ no □

10

yes □ ? □ no □

11

yes □ ? □ no □

12

yes □ ? □ no □

13

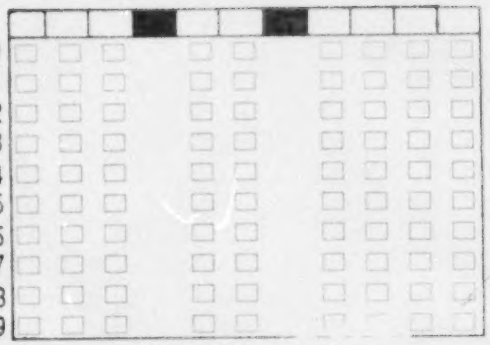
yes □ ? □ no □

14

yes □ ? □ no □

15

yes □ ? □ no □



16

yes ☐
? ☐
no ☐

17

yes ☐
? ☐
no ☐

18

yes ☐
? ☐
no ☐

19

yes ☐
? ☐
no ☐

20

yes ☐
? ☐
no ☐

21

yes ☐
? ☐
no ☐

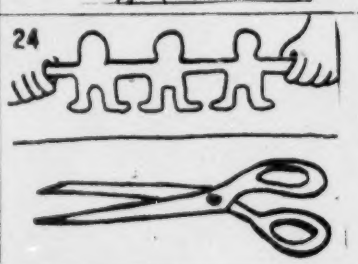
22

yes ☐
? ☐
no ☐

23

yes ☐
? ☐
no ☐

24



yes ☐
? ☐
no ☐

25

yes ☐
? ☐
no ☐

26

yes ☐
? ☐
no ☐

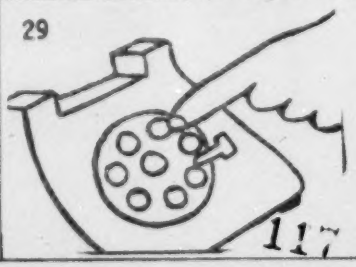
27

yes ☐
? ☐
no ☐

28

yes ☐
? ☐
no ☐

29



yes ☐
? ☐
no ☐

30

yes ☐
? ☐
no ☐

Instructions for Administering Career Interest Inventory

Thank you for helping assess the impact of career education in your school. Please read the following instructions before administering the Career Education Survey.

Each student should have the following materials:

1. a Career Education survey (blue form)
2. an answer sheet
3. a number 2 pencil (Pencils are not included in this packet. If you need pencils, see the person who asked you to administer this survey.)

Have your students write the name of your school and the city in the space after "Name" at the top of the answer sheet. Have them write their grade level after "Group" and then write in today's date after "Date." Write the name of this instrument in the space "Instrument." Instruct students to make no marks on the survey form, and to mark their responses on the answer sheet. Read the directions at the top of the survey aloud to make sure that they are understood. Note to your students that responses are marked from left to right across the answer sheets. If they wish to change a response, they should completely erase the first response.

Tell students to use their own best interpretation of the meaning of statements. If you have students in your class with reading difficulties, you may read the statements aloud to them. This is not meant to be a reading test. Randomly observe students to make sure they are following directions.

While your students are answering the Inventory questions, please fill in the information requested on the front of the 10 x 13 envelope. Identify the name of your school, school system, and city. Also provide today's date, grade level and your name.

If you have any other questions about administering this instrument, see the person who asked you to administer it.

Return the completed answer sheets in the 10 x 13 envelope provided. Please provide the information requested on the front of the envelope. Place the survey forms and extra answer sheets with the envelope and return them to the person who asked you to administer this survey.

Thank you for your cooperation.

3rd Party Evaluation
Form 1
WCEC 17

WCEC Career
Education Project
3/77

Career Interest Inventory

Directions: Please complete the items which follow. The results of this survey will be used to improve your school programs. Use a pencil and mark all of your responses on the answer sheet. Do not write on this form. Put the name of your school and the city in which it is located on the blank after "Name". Write your grade level after "Group". Place today's date after "Date". Write the instrument name after "Instrument".

There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with a statement darken the "1" on the answer sheet for the item. If you Disagree darken "2". If you are Undecided, neutral or have not done an activity, darken "3". If you Agree with the statement, darken "4". If you Strongly Agree, darken "5".

Activities	Responses → Strongly Agree / Agree / Undecided / Disagree / Strongly Disagree	SD	D	U	A	SA
1. I am good at helping other people.		1	2	3	4	5
2. I cooperate well with others in work and play situations.		1	2	3	4	5
3. I like to tell jokes and humorous stories to make other people laugh.		1	2	3	4	5
4. I am good at stopping a fight or argument and helping the people solve the problem in a friendly way.		1	2	3	4	5
5. I am good at talking to my class.		1	2	3	4	5
6. I like to teach others how to do things.		1	2	3	4	5
7. I like to be with others in a group.		1	2	3	4	5
8. I enjoy talking on the telephone.		1	2	3	4	5
9. I like to help with tasks at home.		1	2	3	4	5
10. I like to be by myself.		1	2	3	4	5
11. I am able to make many decisions by myself.		1	2	3	4	5
12. I can measure things accurately.		1	2	3	4	5

Over Please

Instructions for Administering Career Education Survey

Thank you for helping assess the impact of career education in your school. Please read the following instructions before administering the Career Education Survey.

Each student should have the following materials:

1. a Career Education Survey
2. an answer sheet
3. a number 2 pencil (Pencils are not included in this packet. If you need pencils, see the person who asked you to administer this survey.)

Have your students write the name of your school and the city in the space after "Name" at the top of the answer sheet. Have them write their grade level after "Group" and then write in today's date after "Date." Write the name of this instrument in the space after "Instrument." Instruct students to make no marks on the survey form, and to mark their responses on the answer sheet. Read the directions at the top of the survey aloud to make sure that they are understood. Note to your students that responses are marked from left to right across the answer sheets.

Ask your students to place the response to item 5 on the back side of the answer sheet. Also, any other comments they wish to make on items should be placed on the back of the answer sheet along with the item number.

Tell students to use their own best interpretation of the meaning of the statements and questions. If you have students in your class with reading difficulties, you may read the statements aloud to them. This is not meant to be a reading test. Randomly observe students to make sure they are following directions.

While your students are answering the Inventory questions, please fill in the information requested on the front of the 10 x 13 envelope. Identify the name of your school, school system, and city. Also provide today's date, grade level and your name.

If you have any other questions about administering this survey, see the person who asked you to administer it.

Return the completed answer sheets in the 10 x 13 envelope provided. Please provide the information requested on the front of the envelope. Place the survey forms and extra answer sheets with the envelope and return to the person who asked you to administer this survey.

Thank you for your cooperation.

3rd Party Evaluation
Form 3
WCEC 37

WCEC Career
Education Project
3/77

Career Education Survey

Directions: Please complete the items which follow. Respond as indicated in each item. Mark your answers on the answer sheet with a pencil. The results of this survey will be used to improve your school programs. Please respond as accurately as possible to each item. There are no right or wrong answers.

Put the name of your school and the city in which it is located on the blank after "Name". Write your grade level after "Group". Place today's date after "Date". Write the instrument name after "Instrument".

1. Year in school: (1) 8th, (2) 9th, (3) 10th, (4) 11th, (5) 12th.

2. Sex: (1) Female, (2) Male

3. Which of the following best describes your senior high school program or the one you are planning to take?

   (1) General Education
   (2) College Preparatory
   (3) Vocational (Capstone)
   (4) Undecided

4. How sure are you of your career choice?

   (1) Completely undecided, go to item 9
   (2) Quite undecided, go to next item
   (3) Somewhat undecided, go to next item
   (4) Generally certain, go to next item
   (5) Quite certain, go to next item
   (6) Very certain, go to next item

5. What is your tentative career (job) choice?

   (Place this on the back of answer sheet)

6. What are the employment opportunities in your career choice in Wisconsin? Select one.

   (1) I do not know.
   (2) There are few job openings.
   (3) There are as many jobs as there are qualified workers.
   (4) There are more jobs than there are qualified workers.

7. How much education will you have to have in order to enter this career?

   (1) Less than high school diploma.
   (2) High School diploma.
   (3) One or two years of post high school training.
   (4) Four years post high school training.
   (5) Graduate work.

8. Have the courses you have taken provided the skills and knowledge you need to enter the career (job) of your choice?

   (1) Yes, completely.
   (2) Yes, for the most part.
   (3) Yes, to some extent.
   (4) No, they do not relate to my career choice.
   (5) No, they have not provided the information they should have. Please list the knowledges and skills they should have provided:
   (On back of answer sheet)

9. Have the courses you have taken in school helped you with your selection of a career?

   (1) No.
   (2) Slightly.
   (3) Moderately.
   (4) Extensively.

Over Please

10. How much have you learned about jobs and careers from your teachers? Select one response.

(1) Little if any information has been given.
(2) Some information has been given.
(3) A considerable amount of information has been given.
(4) I have received all of the information I need.

11. How much have you learned about post high school (college and vocational school) programs from your school counselors? Select one response.

(1) Little if any information has been given.
(2) Some information has been given.
(3) A considerable amount of information has been given.
(4) I have received all of the information I need.

12. How much assistance have you received from your school counselors in selecting your career? Select one response.

(1) None.
(2) Some.
(3) Enough to meet my needs.
(4) Very extensive.

13. What are your tentative educational plans after you complete high school?

(1) None.
(2) I plan on going to a vocational-technical school.
(3) I plan on going to a junior or community college.
(4) I plan on going to a 4 year college or university.
(5) Other (Place on back of answer sheet)

14. Have you used any of the career information available in your school this year?

(1) No, I do not know where it is.
(2) No, I am aware of it but have not used it.
(3) Yes, some.
(4) Yes, extensively.

15. Do your school courses give you skills which help you get along with people?

(1) No.
(2) Somewhat.
(3) Often.
(4) Very often.

16. Do your school courses give you skills and knowledge which help you do things outside of school?

(1) No.
(2) Somewhat.
(3) Often.
(4) Very often.

17-38. Read the statements that follow. There are no right or wrong answers, respond as you feel based on your experiences. If you Strongly Disagree with a statement, darken the "1" on your answer sheet for the item. If you Disagree, darken the "2". If you are Undecided or neutral, darken "3". If you Agree with the statement, darken "4". If you Strongly Agree, darken "5".

SD=1 D=2 U=3 A=4 SA=5

	SD	D	U	A	SA
17. Working is a favorable (enjoyable) part of our lives.	1	2	3	4	5
18. People are satisfied with themselves when they are working.	1	2	3	4	5
19. Work is not interesting.	1	2	3	4	5
20. People should always expect money for their work.	1	2	3	4	5

Please go on to the next page

	SD	D	U	A	SA
21. A worker should obey company rules.	1	2	3	4	5
22. Working and happiness go together.	1	2	3	4	5
23. Being successful in your work is not important.	1	2	3	4	5
24. All work is drudgery (boring or unpleasant).	1	2	3	4	5
25. Working is a necessary part of life.	1	2	3	4	5
26. Being happy in your job is the most important part of work.	1	2	3	4	5
27. Most people are looking for work which requires little effort and lots of pay.	1	2	3	4	5
28. Work is always dirty and noisy.	1	2	3	4	5
29. The best work is done when it is interesting.	1	2	3	4	5
30. People learn while they work.	1	2	3	4	5
31. The idea of work is old fashioned and outdated.	1	2	3	4	5
32. There is a type of work available for everyone.	1	2	3	4	5
33. Most people work only because other people expect them to work.	1	2	3	4	5
34. It is not necessary to work if you are willing to be supported by someone else.	1	2	3	4	5
35. Jobs are the best way people have to express themselves.	1	2	3	4	5
36. If people cannot find jobs which exactly match their interests, they are better off not working.	1	2	3	4	5
37. Most people who work really enjoy their jobs.	1	2	3	4	5
38. I look for tasks or jobs to occupy my time.	1	2	3	4	5
39. Everyone can find work of interest.	1	2	3	4	5
40. Work provides an opportunity for people to develop their abilities.	1	2	3	4	5

Thank you. Please give your answer sheet and this form to your teacher.

CVTAE
UW-Stout

Instructions for Administering Career Awareness Inventory

Thank you for helping assess the impact of career education in your school. Please read the following instructions before administering the Career Awareness Inventory.

Each student should have the following materials:

1. a Career Awareness Inventory (green form)
2. an answer sheet
3. a number 2 pencil (Pencils are not included in this packet. If you need pencils, see the person who asked you to administer this inventory.)

Have your students write the name of your school and the city in the space after "Name" at the top of the answer sheet. Have them write their grade level after "Group" and then write in today's date after "Date." Write the name of this instrument in the space after "Instrument." Instruct students to make no marks on the survey form, and to mark their responses on the answer sheet. Read the directions at the top of the inventory aloud to make sure that they are understood. Note to your students that responses are marked from left to right across the answer sheets. If they wish to change a response, they should completely erase the first response.

Tell students to use their own best interpretation of the meaning of the statements and questions. If you have students in your class with reading difficulties, you may read the statements aloud to them. Randomly observe students to make sure they are following directions. Be sure your students can read the statements. This is not meant to be a reading test.

While your students are answering the Inventory questions, please fill in the information requested on the front of the 10 x 13 envelope. Identify the name of your school, school system, and city. Also provide today's date, grade level and your name.

If you have any other questions about administering this instrument, see the person who asked you to administer it.

Return the completed answer sheets in the 10 x 13 envelope provided. Please provide the information requested on the front of the envelope. Place the inventory forms and extra answer sheets with the envelope and return to the person who asked you to administer this inventory.

Thank you for your cooperation.

3rd Party Evaluation
Form 4
WCEC 47

WCEC Career
Education Project
3/77

Career Awareness Inventory

Directions: Put the name of your school and the city in which it is located on the blank after "Name". Write your grade level after "Group". Place today's date after "Date". Write the instrument name after "Instrument". Please complete the items which follow. The results of this survey will be used to improve your school programs. Mark your answers on the answer sheet with a pencil. Do not mark on this survey form. There are two parts to this instrument. Directions for each part are given separately.

Part I: Career Exploration Experiences: There are no right or wrong answers. Please tell us the number of times you did each activity during the past year. It is not expected that you would have done all of these activities. If the answer you choose for an item is "never", darken the space under the "1" on your answer sheet. If you choose "1-3 times", darken the space under the "2". If you choose "4-6 times", darken the space under the "3". If you choose "7 or more", darken the space under the "4".

Career Exploration Experiences	Number of times you participated in each career exploration experience during the last year: Never (1)	1-3 Times (2)	4-6 Times (3)	7 or More (4)
1. Read about a variety of jobs/ careers.	1	2	3	4
2. Viewed films about a variety of jobs/careers.	1	2	3	4
3. Have listened to guest speakers tell about their jobs; or have personally interviewed a person about his/her job.	1	2	3	4
4. Took part in planned activities to explore my interests and abilities.	1	2	3	4
5. Role played various jobs.	1	2	3	4
6. Role played an interview for a job; or have interviewed for a job.	1	2	3	4
7. Have taken field trips to businesses or industry to observe people working.	1	2	3	4

Over Please

Career Exploration Experiences	Number of times you participated in each career exploration experience during the last year: Never (1)	1-3 Times (2)	4-6 Times (3)	7 or More (4)
8. Have regular jobs at home.	1	2	3	4
9. Assisted with jobs at school.	1	2	3	4
10. Have helped someone with his/her work.	1	2	3	4
11. Have a job; or have had a job.	1	2	3	4
12. Have had experiences (hobbies, jobs, etc.) related to my career interests.	1	2	3	4

Part II: There is one best answer for each item. Read each statement and mark your answers on the answer sheet. If you do not know the answer, darken the space under choice "5".

13. Linda wiped her forehead after she removed the bread from the oven. She continued to add the ingredients of flour, shortening and other supplies to make another batch of bread, rolls and buns. She started her day's work at 12 a.m. and she will finish at 8 o'clock in the morning. What is her occupation?

1. Bench hand, 2. Cook, 3. Baker, 4. Waiter/waitress, 5. Don't know

14. Laurie is at the drawing board preparing detail drawings for a specific machine which will be used by the printing industry. Eventually the machine will be manufactured using the blueprints which were developed from her finished drawings. What is her occupation?

1. Draftsperson, 2. Machine designer, 3. Machine operator, 4. Printer, 5. Don't know

15. Bob looked over the menu for the day. He with his helpers began to prepare the meals needed to feed 100 hospital patients. What is his occupation?

1. Chief cook, 2. Cook's helper, 3. Menu planner, 4. Bus person, 5. Don't know

Please go on to the next page

16. Orville itemizes and totals customer's purchases using the cash register. He periodically reviews price sheets to record price changes. He collects money from customers and makes change. He sometimes stocks shelves, bags merchandise and weighs items. What is his occupation?

1. Stock clerk, 2. Bagger, 3. Salesperson, 4. Cashier/checker, 5. Don't know

17. Kathy drove her special truck to 809 Pine Street and reported to Mrs. Johnson. She learned that the diswasher would not work. She checked electrical connections with a meter and realized that there was an electrical malfunction in the machine. She made the necessary repairs by replacing parts and the machine was operable when she left. She repairs all electrical type appliances. What is her occupation?

1. Appliance salesperson, 2. Appliance installer, 3. Electrical - Appliance serviceperson, 4. Mechanic, 5. Don't know

18. Arlys performs the following duties as a result of her job with the Division of Natural Resources. She furnishes the public with information regarding rules and regulations of parks. She patrols the grounds to detect fires and prevent infractions of rules, directs park workers assigned to clean and maintain grounds, buildings and comfort stations. She may register campers and assign company sites. What is her occupation?

1. Park caretaker, 2. Grounds keeper, 3. Forest aide, 4. Landscaper, 5. Don't know

19. Ray visits families who have problems because of unemployment, poor health, personal adjustment or in need of assistance. He determines through a case study what a solution might be and arranges with some agency for help. What is his occupation?

1. Recreation worker, 2. Social worker, 3. Welfare officier, 4. Public relations worker, 5. Don't know

20. Dawn has just begun her new job. She operates a drill press. She places the part in a jig, clamps it securely and drills the hole. She removes the part and places it in a special tray before placing another part in the jig and drilling the correct hole in it. What is her occupation?

1. Tool and die maker, 2. Metallurgist, 3. Machine operator, 4. Machinist, 5. Don't know

Over Please

21. Shirley works for the Blackgold Oil Corp. She formulates policy, advises management relative to recruiting and employment of personnel. She knows about employee benefits, compensation, industrial relations, organizational development and personnel records. What is her occupation?

1. Personnel manager, 2. Superintendent, 3. Chairperson of the board, 4. President, 5. Don't know

22. Dorothy has just sold a comprehensive insurance policy to the Johnson family. Through an analysis of the family needs, she was able to explain the features of several policies and made some recommendations for purchase. She collected the first payment. What is her occupation?

1. Insurance executive, 2. Salesperson, 3. Insurance CLU, 4. Insurance salesperson, 5. Don't know

23. Alex keeps financial records of transactions as they occur in account and cash journals; he summarizes details in separate ledgers and transfers data to the general ledger. He balances books and compiles reports as necessary to show statistics such as cash recepts and expenditures, accounts payable and receivable, profit and loss, and items pertinent to the operation of the Kite Machine Company. What is his occupation?

1. Bookkeeper, 2. Personnel manager, 3. Cashier, 4. Clerk, 5. Don't know

24. Becky is responsible for all of system records, files, discs, and tapes. She maintains a schedule for users of data, establishes priority for its use and coordinates users reservations and requests. She also maintains a current library record file of computer log time. What is her occupation?

1. Computer programmer, 2. Key punch operator, 3. Computer operator, 4. Computer systems data librarian, 5. Don't know

25. Gary compiles and types reports, bills and application forms, etc. He files reports and posts information to records. He sometimes answers the phone and sorts and distributes mail. What is his occupation?

1. Computer operation, 2. Clerk typist, 3. Receptionist, 4. Key punch operator, 5. Don't know

26. Ellen was elected from the 3rd Confressional District to represent the people in Washington, D.C. She is concerned about her constituents problems and what she might do to convince the federal government that assistance is needed to solve the problems. She lives in Washington, D.C. but spends considerable time in the 3rd District when Congress is not in session? What is her occupation?

1. Politican (Congress representative), 2. Lawyer, 3. Doctor, 4. Manager, 5. Don't know

Please go on to the next page

27. Clem set the camera so that it was focused on the woman's back to take a picture of her chest. After he checked the set up, Clem stepped into a room lined with lead to operate the controls to take the picture. He developed the film and sent it to the doctor who had requested it. What is his occupation?

1. Health worker, 2. Doctor's aide, 3. X-Ray technican, 4. Photographer, 5. Don't know

28. Bruce began his shift at 8 a.m. He immediately made special assignments to the LPN's and orderlies on his wing. He checked each patient's chart to determine the medication and special assistance needed. At 10:30 he made the rounds to determine if each patient's needs were being met. What is his occupation?

1. Licensed Practical Nurse, 2. Nurse's aide, 3. Orderly, 4. Nurse, 5. Don't know

29. Juanita meets her customers with ease and can suggest ideas for new hairstyles for men and women. She sometimes give manicures and scalp massages and she is able to recognize skin diseases even though she can't treat them. What is her occupation?

1. Beautician, 2. Receptionist, 3. Designer, 4. Maid, 5. Don't know

30. Harlyn met a potential buyer to take her out to look at a house he had for sale. Before they left, he showed her several other houses and property which may be of interest to her. Harlyn has been trained to appraised property and determine the market value of it. What is his occupation?

1. Buyer, 2. Real estate salesperson, 3. Salesperson, 4. Routeperson, 5. Don't know

31. Doug has just finished preparing the menu for tomorrow. He had to keep the cost within his budget which meant that the tried to use the left-overs from the previous day. However, since he had to feed 250 people each day there was some waste. He depends on his training in Food Science Nutrition to get the job done. What is his occupation?

1. Food technologist, 2. Cook's helper, 3. Cook, 4. Dietician, 5. Don't know

32. Leland is responsible for seeing that print and non-print media are cataloged according to the Library of Congress cataloging system. He provides assistance to teachers, students and others in the area of general media services and circulation of materials. He supervises staff so that services are efficiently provided. What is his occupation?

1. Cataloger, 2. Assistant librarian, 3. Audio-Visual specialist, 4. Media Specialist, 5. Don't know

Over Please

33. Year in school: ___ (1) 8th, ___ (2) 9th, ___ (3) 10th, ___ (4) 11th, ___ (5) 12th

34. Sex: ___ (1) Female, ___ (2) Male

Thank you. Please return to: Orville Nelson, CVTAE
266 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

April 2, 1977

Dear Colleague:

During this year your school system has been one of sixteen school systems participating in the Wisconsin Career Education Consortium. The University of Wisconsin-Stout has contracted to conduct the Third Party Evaluation of this project. The third party evaluation assesses the degree to which the project's objectives have been achieved.

This is one of the largest career education projects funded nationally this year. Considerable interest has been expressed in the project at the State and National levels. Your responses will be used to provide feedback to the project staff, educators in other school systems, and to the U.S. Office of Education.

The enclosed instrument was designed to assess the value and impact of your school's participation in this project. It is very important that we have your responses. The survey will take about ten minutes to complete. The results will be summarized by grade level and, individual responses will not be presented in the report. Thus, you need not be concerned that your responses will be used to evaluate your activities.

Please return the completed survey in the enclosed envelope as soon as possible.

Many thanks for your help.

Sincerely yours,

Orville Nelson
Co-Director/Third Party Evaluation

Harold Halfin
Co-Director/Third Party Evaluation

sf

Enclosure

3rd Party Evaluation
Form 5
WCEC 57

WCEC Career
Education Project
3/77

Career Education Activities Survey

The purpose of this survey is to provide a measure of the kind and frequency of career education activities occurring in the school district's classrooms. Please indicate the frequency of occurrence of each activity in your classroom by placing a (✓) in the appropriate box.

During the past semester, how frequently did your class as a whole ---

		Number of Times Activity Occurred in Your Classroom					
		Never (1)	1-2 (2)	3-5 (3)	6-10 (4)	11-20 (5)	21 or More (6)
1.	participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?						
2.	listen to parents discuss their jobs or careers?						
3.	listen to outside speakers (other than parents) explain their jobs or careers?						
4.	go on field trips to learn about jobs and the places where people work?						
5.	examine tools, machinery, or other objects connected with work?						
6.	watch films, filmstrips, or slides about work or people at work?						
7.	listen to records or tapes about work or people at work?						
8.	read printed materials on careers or work?						
9.	write about careers and work?						
10.	discuss jobs and the places in which people work?						
11.	play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers?						
12.	participate in activities that allowed the students to identify their interests?						
13.	participate in activities that allowed students to identify their abilities?						

Over Please

14. What grade level(s) do you teach? ___ (1) K, ___ (2) 1, ___ (3) 2, ___ (4) 3, ___ (5) 4, ___ (6) 5, ___ (7) 6, ___ (8) 7, ___ (9) 8.

15. How many years of teaching experience do you have? ___ (1) 1 year or less, ___ (2) 2-5, ___ (3) 6-10, ___ (4) 11-20, ___ (5) 21 years or more.

16. School System: ___ (1) Eau Claire, ___ (2) Kimberly, ___ (3) McFarland, ___ (4) Madison, ___ (5) Marshall, ___ (6) Middleton, ___ (7) Oregon, ___ (8) Port Washington, ___ (9) Shawano, ___ (10) Shawano Parochial, ___ (11) Sheboygan, ___ (12) Stevens Point, ___ (13) Waterloo, ___ (14) Watertown, ___ (15) Waukesha, ___ (16) Weyauwega, ___ (17) Other _____

17. What is the name of the school building in which you work? _____

Thank you for responding. Please return to: Orville Nelson, CVTAE
226 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

3rd Party Evaluation
Form 6
WCEC 67

WCEC Career
Education Project
3/77

Teacher Survey: Middle and High School

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your teaching.

1. School System: ___ (1) Eau Claire, ___ (2) Kimberly, ___ (3) McFarland, ___ (4) Madison, ___ (5) Marshall, ___ (6) Middleton, ___ (7) Oregon, ___ (8) Port Washington, ___ (9) Shawano, ___ (10) Shawano Parochial, ___ (11) Sheboygan, ___ (12) Stevens Point, ___ (13) Waterloo, ___ (14) Watertown, ___ (15) Waukesha, ___ (16) Weyauwega, ___ (17) Other _____

2. What is the name of the school building in which you work? _____

3. What grade levels do you teach? (Check all that apply)

___ (1) 6-8, ___ (2) 7-9, ___ (3) 10, ___ (4) 11, ___ (5) 12

4. What subject(s) do you teach: (Check all that apply)

___ (1) Art
___ (2) English
___ (3) Foreign Language
___ (4) Home Economics as General Education
___ (5) Industrial Arts as General Education
___ (6) Mathematics
___ (7) Music
___ (8) Physical Education
___ (9) Science
___ (10) Social Studies
___ (11) Special Education
___ (12) Vocational Education
___ (13) Other (please specify) _____

5. How many years teaching experience do you have?

___ (1) This is my first year
___ (2) 2-5 years
___ (3) 6-10 years
___ (4) 11-20 years
___ (5) 21 years or more

Over Please

6-36. Listed below are several activities and methods for presenting Career Education information and concepts to students. Please indicate the extent to which you used each this year. Responses range from "Never" (1) to 5 or more times during this year (5).

Activity/Method for Presenting Career Education Information	Extent of Present Use Never ↓ 1	2	3 Times ↓ 3	4	5 or More ↓ 5
6. Field trips	1	2	3	4	5
7. Visitors or speakers on careers	1	2	3	4	5
8. A-V media (slides, flims, etc.) on awareness of self and careers	1	2	3	4	5
9. Special written materials (brochures, articles, etc.) for Career Education	1	2	3	4	5
10. Group counseling	1	2	3	4	5
11. Individual counseling	1	2	3	4	5
12. Peer counseling (students counsel students)	1	2	3	4	5
13. Themes, papers or term papers on career education topics	1	2	3	4	5
14. Educational TV	1	2	3	4	5
15. Projects on careers and career choice	1	2	3	4	5
16. Displays on career education	1	2	3	4	5
17. Games (Career Education)	1	2	3	4	5
18. Educational Fairs on Careers	1	2	3	4	5
19. Role playing jobs	1	2	3	4	5

Please go on to the next page

Activity/Method for Presenting Career Education Information	Extent of Present Use Never ↓ 1	2	3 Times ↓ 3	4	5 or More ↓ 5
20. Simulated work situations (class runs a business, etc.)	1	2	3	4	5
21. Relating language arts to Career Education concepts	1	2	3	4	5
22. Relating math skills to various occupations	1	2	3	4	5
23. Relating science and health to various occupations	1	2	3	4	5
24. Relating social studies to various skills needed in an occupation	1	2	3	4	5
25. Relating the arts to occupations and leisure activities	1	2	3	4	5
26. Presenting activities to help all of my students identify their interests and skills	1	2	3	4	5
27. Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community	1	2	3	4	5
28. Activities to start my students thinking about making a career decision	1	2	3	4	5
29. Discussed jobs related to topics or units presented in class	1	2	3	4	5
30. Encouraged students to think about selecting a career	1	2	3	4	5
31. Involved parents in career education activities	1	2	3	4	5
32. Involved persons from business and industry in our area to help improve my courses	1	2	3	4	5

Over Please

Activity/Method for Presenting Career Education Information	Extent of Present Use Never ↓ 1	2	3 Times ↓ 3	4	5 or More ↓ 5
33. Worked with a counselor to develop career education activities for my students	1	2	3	4	5
34. Used problems and/or tasks from jobs to show students how to apply the contents of my courses	1	2	3	4	5
35. Visited and/or worked in a business or industry to find out more about jobs and skills required	1	2	3	4	5
36. Other _____	1	2	3	4	5

Thank you. Please return to: Orville Nelson, CVTAE
226 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

3rd Party Evaluation
Form 7
WCEC 77

WCEC Career
Education Project
3/77

Teacher Survey: High School

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your teaching.

1. School System: ___ (1) Eau Claire, ___ (2) Kimberly, ___ (3) McFarland, ___ (4) Madison, ___ (5) Marshall, ___ (6) Middleton, ___(7) Oregon, ___ (8) Port Washington, ___ (9) Shawano, ___ (10) Shawano Parochial, ___ (11) Sheboygan, ___ (12) Stevens Point, ___ (13) Waterloo, ___ (14) Watertown, ___ (15) Waukesha, ___ (16) Weyauwega, ___ (17) Other _____

2. What is the name of the school building in which you work? _____

3. What grade levels do you teach? (Check all that apply)

___ (1) 6-8, ___ (2) 7-9, ___(3) 10, ___ (4) 11, ___ (5) 12

4. What subject(s) do you teach: (Check all that apply)

___ (1) Art
___ (2) English
___ (3) Foreign Language
___ (4) Home Economics as General Education
___ (5) Industrial Arts as General Education
___ (6) Mathematics
___ (7) Music
___ (8) Physical Education
___ (9) Science
___(10) Social Studies
___(11) Special Education
___(12) Vocational Education
___(13) Other (please specify) _____

5. How many years teaching experience do you have?

___ (1) This is my first year
___ (2) 2-5 years
___ (3) 6-10 years
___ (4) 11-20 years
___ (5) 21 years or more

Over Please

6-25. Purposes of Career Education

Please read each statement carefully and circle the number which best describes how you feel about each statement. Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5.

Statements	Response				
	SD 1	D 2	U 3	A 4	SA 5
6. Students should be aware of different jobs and job requirements during the study of every subject in every grade.	1	2	3	4	5
7. An effective program of career education will enable students to possess salable skills, (occupational, educational, emotional), at the time of leaving formal schooling.	1	2	3	4	5
8. An effective program of career education will reduce the dropout rate.	1	2	3	4	5
9. Most local business and professional people support career education programs.	1	2	3	4	5
10. Separate courses on career education would be better than incorporating this material into existing courses.	1	2	3	4	5
11. Career education should be taught by specialists in the field rather than by regular teachers.	1	2	3	4	5
12. The school guidance department should carry the sole responsibility for career education.	1	2	3	4	5
13. An effective program of career education will raise the vocational aspirations of students.	1	2	3	4	5
14. State and federal funds should be provided to support career education.	1	2	3	4	5
15. The local community should pay for career education if state and federal funds are unavailable.	1	2	3	4	5
16. The incorporation of career education content in present courses would upgrade these courses.	1	2	3	4	5
17. An effective career education program will help students in making realistic career choices.	1	2	3	4	5
18. There is not enough information about career opportunities for students available in our school.	1	2	3	4	5

Please go on to the next page

Statements	Response				
	SD 1	D 2	U 3	A 4	SA 5
19. A career education course should be required for certification in my field.	1	2	3	4	5
20. The basic philosophy of career education is sound and worth implementing.	1	2	3	4	5
21. The integration of career education in present courses will decrease the effectiveness of instruction.	1	2	3	4	5
22. A secondary school student should receive credit for any kind of employment.	1	2	3	4	5
23. Secondary school students should receive credit for only work which is related to their career choices.	1	2	3	4	5
24. As a part of the secondary school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience).	1	2	3	4	5
25. I need to relate my course content more to its application in business, industry, and everyday life.	1	2	3	4	5

26. What are your plans for including career education content in your courses next year?

Thank you for responding. Please return to:

Orville Nelson, CVTAE
226 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751

3rd Party Evaluation
Form 8
WCEC 87

WCEC Career
Education Project
3/77

Counselor Survey

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the Wisconsin Career Education Consortium Project. This information will not be used to evaluate your counseling.

1. School Syste : ___ (1) Eau Claire, ___ (2) Kimberly, ___ (3) McFarland,
___ (4) Madison, ___ (5) Marshall, ___ (6) Middleton, ___ (7) Oregon,
___ (8) Port Washington, ___(9) Shawano, ___ (10) Shawano Parochial,
___ (11) Sheboygan, ___ (12) Stevens Point, ___ (13) Waterloo,
___ (14) Watertown, ___ (15) Waukesha, ___ (16) Weyauwega,
___ (17) Other _____

2. What is the name of the school building in which you work? _____

3. With what grade levels do you work? (Check all that apply)

___ (1) Elementary School
___ (2) Middle or Junior High School
___ (3) 9 and/or 10
___ (4) 11th grade
___ (5) 12th grade

4. How many years counseling experience do you have?

___ (1) This is my first year
___ (2) 2-5 years
___ (3) 6-10 years
___ (4) 11-20 years
___ (5) 21 years or more

5. Number of students you are responsible for counseling: _____

Over Please

6-21. Listed below are several activities you may have been involved with this year. Please circle the response which best represents the number of times you have participated in, been involved with, or utilized these activities.

Activities	Frequency (No. of Times)					
	0	1-2	3-4	5-7	8-10	11 or more
6. Have spoken to classes within my school concerning career education. (Career opportunities, career decision-making, etc.)	1	2	3	4	5	6
7. Have spoken to community groups as a means of informing the public as to what career education means to the educational system and the job market.	1	2	3	4	5	6
8. Have spoken to groups of teachers concerning how they might better utilize career information.	1	2	3	4	5	6
9. Have disseminated literature related to career education to teachers within my school.	1	2	3	4	5	6
10. Have helped teachers develop skills needed in assisting students explore careers and/or make career decisions.	1	2	3	4	5	6
11. Have met with members of the Wisconsin Job Service concerning career education and the services they might offer students.	1	2	3	4	5	6
12. Have contacted members of local business and industry in order to discover current information concerning job availability requirements, etc.	1	2	3	4	5	6
13. Have helped to identify and/or schedule local business people to speak to school classes or groups.	1	2	3	4	5	6
14. Have used field trips as a means of familiarizing students with various careers.	1	2	3	4	5	6
15. Have used occupational games as a means of familiarizing students with various careers.	1	2	3	4	5	6
16. Have conducted or assisted with a follow-up study of our former students.	1	2	3	4	5	6

Please go on to the next page

Activities	Frequency (No. of Times)					
	0	1-2	3-4	5-7	8-10	11 or more
17. Have worked with individual students assisting them with career choices.	1	2	3	4	5	6
18. Have counseled small groups of students on career choices.	1	2	3	4	5	6
19. Have discussed interest and achievement scores as they relate to career choice and course selection with students.	1	2	3	4	5	6
20. Have requested our librarian and/or media specialist to order career education materials.	1	2	3	4	5	6
21. Have counseled large groups of students on career choices.	1	2	3	4	5	6

How Do You Feel About Career Education?

22-42. Please read each statement carefully and check the box under the number which best describes how you feel about each statement. Responses are: (1) Strongly Disagree, (2) Disagree, (3) No Opinion, (4) Agree, and (5) Strongly Agree.

Statement:	Responses				
	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
22. Students should be aware of different jobs and job requirements during the study of each subject.					
23. An effective program of career education will enable students to possess salable skills, (occupational and emotional), at the time of leaving formal schooling.					
24. An effective program of career education will reduce the dropout rate.					
25. Most local business and professional people will support career education programs.					
26. Separate courses on career education would be better than incorporating this material into existing courses.					
27. Career education should be taught by specialists in the field rather than by regular teachers.					

Over Please

Statement:	Responses				
	(1) Strongly Disagree	(2) Disagree	(3) No Opinion	(4) Agree	(5) Strongly Agree
28. The school guidance department should carry the sole responsibility for career education.					
29. An effective program of career education will raise the vocational aspirations of students.					
30. State and federal funds should be provided to support career education.					
31. The local community should pay for career education if state and federal funds are unavailable.					
32. The funds of vocational education should not be used to support career education programs.					
33. The incorporation of career education programs into present courses would upgrade these courses.					
34. An effective career education program will help students in making realistic career choices.					
35. Guidance counselors do not know enough about career opportunities for students.					
36. A career education course should be required for certification in my field.					
37. The basic philosophy of career education is sound and worth implementing.					
38. A career education course should be required for all counseling majors at the college level.					
39. The integration of career education in present courses will decrease the effectiveness of instruction.					
40. A secondary school student should receive credit for any kind of employment.					

Please go on to the next page

Statement:	Responses				
	Strongly Disagree (1)	Disagree (2)	No Opinion (3)	Agree (4)	Strongly Agree (5)
41. Secondary school students should receive credit for only work which is related to their career choices.					
42. As a part of the secondary school program, students should be allowed to leave school during the day to work, (e.g. co-op work experience).					

43-50. What percentage of your total counseling assignment is spent on each of the following activities? Note these need not add up to 100% since you have other responsibilities as well. Estimate the % of time on each activity.

Counseling Activity	% of total time
43. Counseling on careers and assisting with career decision-making.	
44. Counseling on social and personal programs.	
45. Job placement.	
46. Assisting students with college enrollment forms and procedures.	
47. Assisting students with vocational-technical school enrollment forms and procedures.	
48. Assisting teachers to provide career information and exploration to their students.	
49. Assisting students in planning their high school programs.	
50. School related administrative tasks and details.	

Thank you. Please return to: Orville Nelson, CVTAE
266 Applied Arts Bldg.
UW-Stout
Menomonie, WI 54751